

ED 329 040

EC 300 032

AUTHOR Michael, Robert J., Ed.
 TITLE Perceptions: Volume 25. Numbers 1-4, Fall 1989-Summer 1990.
 INSTITUTION Association of New York State Educators of the Emotionally Disturbed.
 PUB DATE 90
 NOTE 147p.
 AVAILABLE FROM Association of New York State Educators of the Emotionally Disturbed, OMB 112, SUNY College at New Paltz, New Paltz, NY 12561 (\$8.00 single copy, \$30.00 per year).
 PUB TYPE Collected Works - Serials (022) -- Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)
 JOURNAL CIT Perceptions; v25 n1-4 Fall 1989-Sum 1990
 EDRS PRICE MF01/PC06 Plus Postage.
 DESCRIPTORS Behavior Problems; Cognitive Style; Delinquency; *Educational Practices; Elementary Secondary Education; *Emotional Disturbances; Intervention; Low Income Groups; Mainstreaming; Mastery Learning; Minority Groups; Neurological Impairments; Parent Teacher Cooperation; Student Placement; *Teaching Methods

ABSTRACT

Four issues of the quarterly publication of the Association of New York State Educators of the Emotionally Disturbed are brought together in this document. Each issue includes an editorial, articles, ideas from classroom teachers, letters to the editor, and abstracts of recent literature. Titles and authors of major articles include: "Providing Success through a Powerful Combination: Mastery Learning and Learning Styles" (Richard Shands and Carolyn Brunner); "Traumatic Brain Injury: Emerging Issues" (Ted Kurtz); "Developing Home and School Partnerships" (Connie Flood and Ralph Flood); "Don't Duck the Tough Questions General Educators Raise about Mainstreaming" (Carmen Iannaccone and Richard Frazita); "Ethnocentrism and Racism: The Overrepresentation of Minorities and Poor in Special Education Programs for the Emotionally Disturbed" (Herbert Foster); "Re-Educating Highly Resistant Emotionally Disturbed Students" (Nicholas Long); "A Description of the Communication Disorders/Hearing Impaired Program" (Robin Stall); "It's Time To Mix Not Match" (Michaela D'Aquanni); "Juvenile Offenders in the 90s" (Samuel DiGangi and others); "Results of a National Correctional/Special Education Survey" (Carolyn Eggleston); "Child-Saving Work: An Historical Review" (Lyn Bauer); "A Nonaversive Intervention into Disruptive Classroom Behaviors" (Richard Ashcroft); and "The Dually Diagnosed Offender" (Keith Curry and Idajean Windell). (JDD)

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Perceptions

A Quarterly Publication of Association of New York State Educators of the Emotionally Disturbed
A Journal for Practitioners

Volume 25, Number 1

Fall 1989

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Statement of Purpose

PERCEPTIONS is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

PERCEPTIONS is a publication sponsored by the Association of New York State Educators of the Emotionally Disturbed.

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Perceptions

A Quarterly Publication of ANYSEED

A Journal For Practitioners

Fall 1989
Volume 25
Number 1

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Publication Design
Advertising Arts & Promotions
595 Blossom Road
Rochester, N.Y. 14610

Printing
Monroe Reprographics

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The Association of
New York state Educators of
the Emotionally Disturbed

Articles in PERCEPTIONS are indexed
in ERIC'S Resources In Education

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The advertisements and views expressed in PERCEPTIONS are not necessarily endorsed by the general membership or executive board of ANYSEED.

EDITORIAL

One of the significant aspects of the ANYSEED organization is that it grew from a small group of concerned individuals to a major grassroots association that has an active and dynamic membership. One of the attractions of the organization is its dedication to practitioners in the field. Teaching methods, materials, approaches, techniques, and successful programs are published in *Perceptions*. These articles are written by practitioners for the readership in the field. Additionally, the majority of the membership is composed of practitioners - individuals who have chosen to work with students with emotional disturbances on a daily basis.

With this focus in mind, this issue of *Perceptions* - "Getting Involved" - contains a last call for presentations for the 25th Annual ANYSEED Conference which will be held at the Syracuse (NY) Marriott Hotel, April 5,6,7,8, 1990. According to Dolores Calandra, ANYSEED President, and Russ Dalia, Conference Chairperson, this special weekend will be a time when truly dedicated individuals come together to share their ideas and concerns about educating individuals with emotional disturbances. If you are concerned about the field of special education and wish to get involved and make a contribution, present your ideas and your work at the ANYSEED conference by submitting your presentation to the executive board. Practitioners, like yourselves, are the ones who make the ANYSEED organization and the ANYSEED Annual Conference so successful. See you in Syracuse!

Robert J. Michael
Executive Editor

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Nominations are now being accepted for the Conrad Hecht Memorial Fund, Steven J. Apter Award, Everett Kelley Volunteerism Award. Please examine the criteria located in this issue of *Perceptions*. The awards will be presented at the annual ANYSEED Conference.

ADVERTISE

Advertisements

Advertisements in the quarterly journal, *PERCEPTIONS*, reach many people throughout the country. Teachers, administrators, therapists, parents, and state education officials make up much of the readership of *PERCEPTIONS*.

The advertising rate schedule is as follows:

Advertisement	One Time	Two Times	Year
1/3 Page	\$75	\$125	\$200
1/2 Page	\$125	\$200	\$350
Full Page	\$200	\$300	\$500
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MEMBERSHIP

It is the goal of ANYSEED to provide its membership with timely and useful information and training, as well as to act as an advocate, insuring the most efficient and appropriate delivery of services possible to individuals with emotional disturbance. In accomplishing these objectives, ANYSEED uses membership fees and annual conference revenues to support its operations. The membership year runs from September 1 through August 31.

Membership benefits include:

1. quarterly issues of *PERCEPTIONS*
2. periodic special interest mailings
3. reduced rates at the Annual State ANYSEED Conference
4. reduced rates at local chapter conferences and workshops
5. legislative advocacy vis-a-vis state standards and regulations governing people with handicapping conditions.

For further information concerning ANYSEED, please contact the membership coordinator:

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PROVIDING SUCCESS THROUGH A POWERFUL COMBINATION: MASTERY LEARNING AND LEARNING STYLES

by

Richard Shands and Carolyn Brunner

Dr. Richard Shands is Associate Professor in the Department of Educational Administration and Supervision at the New York State University College at New Paltz, and was formerly Superintendent of the Frontier Central School District. Mrs. Carolyn Brunner, formerly Consulting Teacher at Frontier and Hamburg Central Schools, is presently Coordinator of the International Learning Styles Center at Erie BOCES I, Depew, New York.

Students with mild handicaps are enjoying high rates of success at Frontier Central High School, near Buffalo, New York. They are meeting unprecedented success on local and state examinations, and most are earning high school diplomas. The key factors leading to their success are: the commitment of the district to make the high school diploma accessible to students with handicapping conditions; and their teachers, who have developed highly structured unit plans reflecting the principles of mastery/outcomes based learning (OB) and learning styles (LS).

DEVELOPMENT OF THE OB/LS MODIFIED CURRICULUM

The Frontier District was committed to long-term improvement in student achievement through staff development and curriculum articulation. In 1984, the district adopted the Mastery/Outcomes Based unit planning model as the standard for all district-supported curriculum projects. Prodded by ExEd. Director, Walter Majewski, the district was also committed to the principle of making success available to high school students with handicapping conditions.

In February 1987, Frontier, along with its partner, Hamburg Central, created and filled a consulting teacher position. The charge to the consulting teacher was two-fold: help teachers of handicapped students with day-to-day instructional problems; and help teachers of academic classes understand and, where necessary, modify their instructional methods to accommodate mainstreamed students. In the summer of 1987, a team of Exceptional Education (ExEd) teachers received a competitive grant from the district to modify standard curricula in secondary Language Arts, Mathematics, and Social Studies. Consulting teacher Carolyn Brunner worked with the writing team to train them in outcomes based unit planning and the Dunn and Dunn model of learning styles. The team consulted with appropriate academic chairs on the curricula and examinations, and implemented the new unit plans in the selected classrooms. Teachers reported that students responded favorably to the explicit objectives, highly-structured instruction, and the commitment of their teachers to help them master the stated objectives.

In the summer of 1988, the team evaluated and refined their

OB unit plans based on their experiences in the classroom and further training from Brunner on learning styles. The revised unit plans (OB/LS) were implemented in the fall of 1988. In June 1989, sixteen of the seventeen mildly handicapped students in the OB/LS classrooms graduated from Frontier Central High School.

We believe that the combination of outcomes based planning, and teaching to learning styles, is very powerful. Both approaches are inherently optimistic: the OB model assumes that all children can learn, given time and appropriate learning conditions. The LS model assumes that we learn best through our individual learning styles. The OB unit provides explicit road maps for teachers. The Learning Styles strategies take the needs and strengths of individual learners into account. The teacher retains creative control of the lesson plans, aided by the unit plans. The classroom experiences are powerful and effective because of the intensive planning.

THEORETICAL/RESEARCH BASE OF MASTERY/OUTCOMES BASED LEARNING

The Outcomes Based aspect of the OB/LS model reflects on the mastery learning approach to instruction, which was promoted in the theories of John Carroll and Benjamin Bloom, and a considerable body of supporting research (Block and Burns, 1976; Guskey and Gates, 1986; Guskey and Pigott, 1988).

Carroll (1971) took an egalitarian view of aptitude as being a function of the time it takes a student to learn rather than a function of the "intelligence" of the student. Bloom (1976) theorized that three interdependent variables predict student success: cognitive entry behaviors, affective entry behaviors, and the quality of the instruction. The OB/LS model addresses all three variables.

THEORETICAL/RESEARCH BASE OF LEARNING STYLES

Learning Style, as defined by Dunn (1989) is "the way in which each learner begins to concentrate on, process, and retain new and difficult information." The Dunn and Dunn Learning Style model and diagnostic instruments were developed on the basis of research conducted at the Center for Learning and Teaching Styles, St. John's University, and other institutions. A number of the studies conducted at the Center have received international or national recognition.

Twenty-one learning styles elements make up the five areas of stimuli in the Dunn and Dunn model: Environmental, Emotional, Sociological, Physical, and Psychological. According to Dunn, if a student is taught in the way that he/she learns best, his/her academic achievement will improve. Additionally, students will learn new or difficult material at a faster pace, and

Figure 1: DEVELOPING AN O.B./L.S. ⁽¹⁾UNIT PLAN

⁽¹⁾O.B. = Outcomes Based
L.S. = Learning Styles

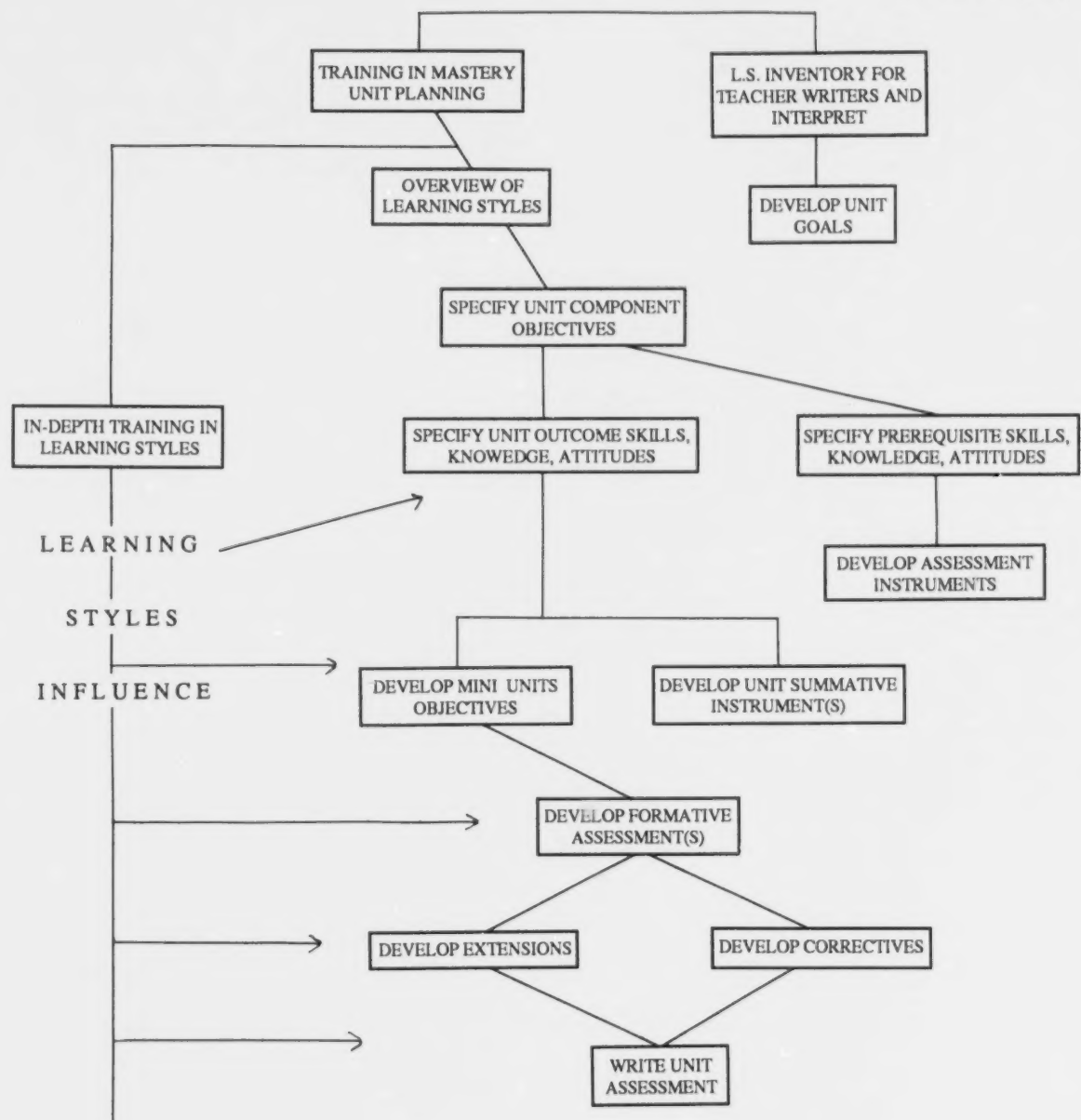
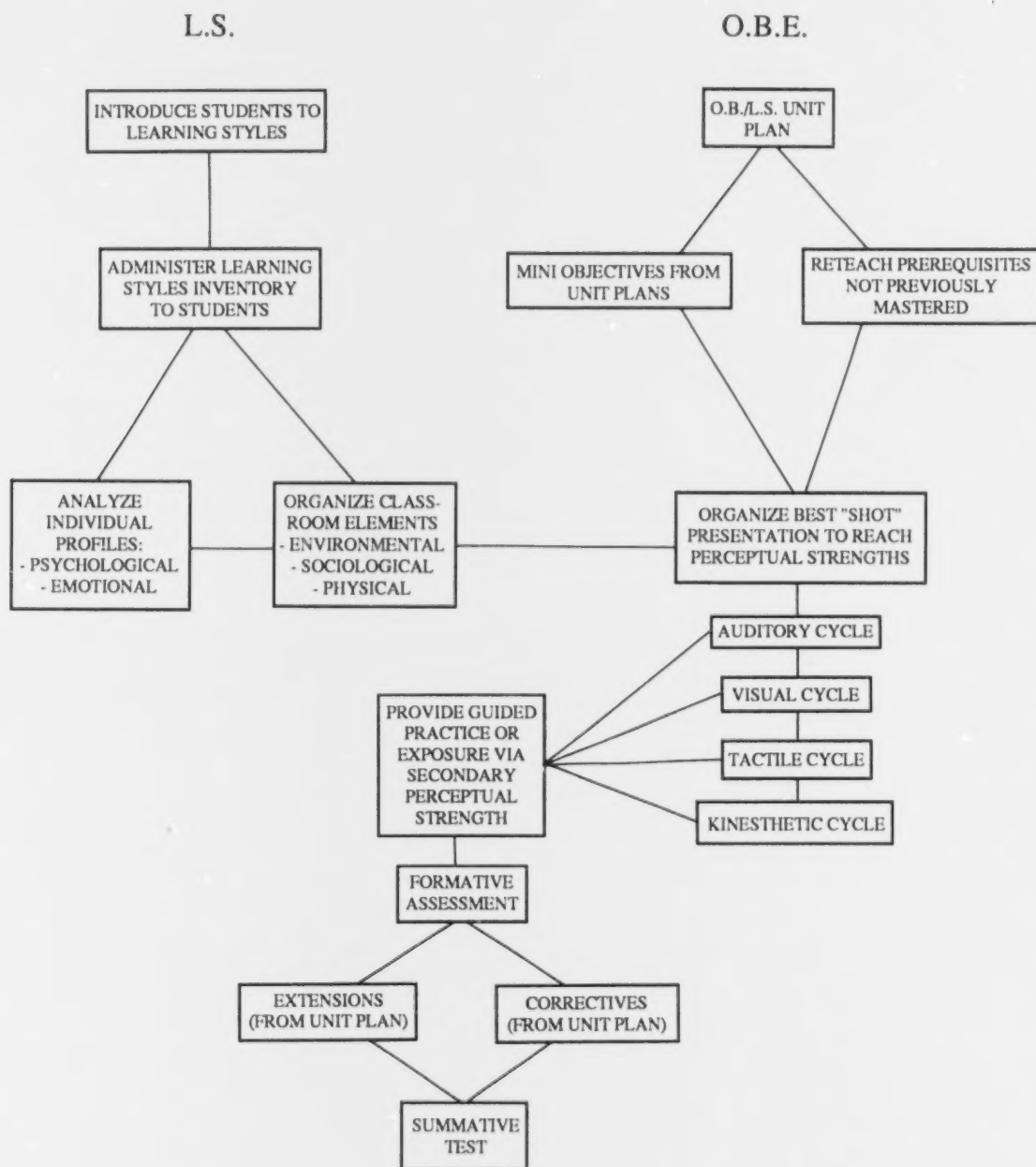


Figure 2: DEVELOPING AN O.B./L.S. ⁽¹⁾ LESSON PLAN

PRE-PLANNING

⁽¹⁾ O.B. = OUTCOME BASED
L.S. = LEARNING STYLES



retention will increase.

DEVELOPING THE OB/LS UNIT PLAN

Figure #1 illustrates the key events in developing the OB/LS unit plan.

- Step #1: Teachers receive an overview of Learning Styles, and hands-on training in mastery unit planning and Bloom's Taxonomy of Educational Objectives (1984).
- Step #2: Teachers take the Dunn, Dunn, and Price Learning Style Inventory; results are interpreted. (We tend to teach the way we learn.)
- Step #3: Teachers receive in-depth training in Learning Styles.
- Step #4: Teachers develop unit goals.
- Step #5: Teachers specify unit component objectives.
- Step #6: Teachers specify prerequisite skills, knowledge, attitudes, and develop assessment instruments.
- Step #7: Teachers specify unit outcome skills, knowledge, attitudes, and summative tests.
- Step #8: Teachers develop mini-unit objectives and plans.
- Step #9: Teachers develop formative tests.
- Step #10: Teachers develop generic correctives and extensions to address perceptual strengths (auditory, visual, tactile, kinesthetic) and sociological preferences (learn alone, learn in pairs, learn in teams, and learn with an adult).
- Step #11: Teachers write unit test.

DEVELOPING THE OB/LS LESSON PLAN

Figure #2 illustrates the main events in building an OB/LS lesson plan.

PHASE I PREPLANNING:

- Step #1: The teacher introduces the students to Learning Styles; administers Learning Styles Inventory to students; helps each student understand his/her strengths.
- Step #2: The teacher analyzes individual student psychological and emotional profiles. The teacher then begins to organize the lesson with the psychological and emotional elements in mind. (Some students are global - they need to see the "grand plan" before they can understand the parts. Others are analytic - they need a step-by-step explanation. The teacher also plans for the lesson to provide emotional stimuli [motivation, persistence, responsibility, and structure]. For instance, the teacher would enhance motivation by supplying cognitive and/or affective reasons to learn the new material.)
- Step #3: The teacher organizes the classroom to reflect

environmental, sociological, and physical stimuli for students. (Do some of the students have a strong preference for low light? If so, they could be grouped together, and the light could be reduced in that part of the room ... just take out one or two light bulbs. Do some students learn best in the presence of authority? These students should be seated near the teacher. Do some students learn best with their peers? Provisions can be made for these students to work together through desk and seating arrangements. For a detailed explanation of the organization of classrooms to facilitate learning styles, see Dunn and Dunn.)

- Step #4: The teacher draws mini-objectives from unit plans; assesses student mastery of prerequisites, and re-teaches those not previously mastered.

PHASE II LESSON PLANNING:

- Step #5: Drawing on the OB mini-objectives and the learning style profiles, the teacher organizes as many as four "best shot" presentations to reach perceptual strengths (auditory, visual, tactile, and kinesthetic). (Some students learn best by hearing the material first; some by reading it first. Some learn best with manipulatives; some by role-playing. For many students, the "best shot" is not, in fact, a teacher presentation, but a before-class reading, a hands-on session, or a field trip. In an OB/LS lesson plan, the teacher has not one "best shot" plan, beginning with a presentation on a given day, but several "best shot" plans based on the learning styles of the students.)
- Step #6: The teacher provides guided practice via secondary and tertiary perceptual strengths.
- Step #7: The teacher conducts formative assessment.
- Step #8: Drawing from the unit plan, the teacher assigns extension and corrective activities. (The OB/LS unit plan includes written correctives and extensions appropriate to the major learning styles. At this stage in lesson planning, the teacher merely reaches back to the unit plan, and assigns correctives and extensions as indicated by student performance on the formative assessment, according to their individual learning styles.)
- Step #9: The teacher administers the summative test.

SUMMARY

We believe that nearly all children CAN learn, given time and the appropriate learning conditions. We believe that it is our responsibility to utilize all that we know from the literature of the profession to provide those learning conditions. There is also reason to believe that many students classified as mildly handicapped are, in fact, learning style different. We have seen mildly handicapped students respond with enthusiasm and succeed in classrooms where teachers have carefully developed and implemented OB/LS units.

It needs to be said, also, that the preparation of unit and lesson plans at this level of sophistication requires time, training, and support for teachers. "You get what you pay for" in curriculum planning. Providing success in classrooms for students through intensive planning may be less expensive, both in terms of resources and in terms of human lives, than existing practices. If we are truly committed to the proposition that "all children can

learn ...", we must provide extensive training and support for teacher planning.

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OPEN TO VISITORS?

Is your classroom/school/agency open to visitors? Do you have a unique program, a special facility, an effective curriculum, an innovative strategy, or a model school that could be showcased? If so, please send to the editor the following information. We'll publish a listing for ANYSEED members who wish to visit.

Name of School/Agency
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Telephone Number (include area code)
Best time to call
Program that could be viewed

CALL FOR IDEAS

The editors of PERCEPTIONS are seeking information regarding classroom designs, physical arrangements, and school/agency plans that promote student/classroom management. Authors may submit narrative articles, sketches, diagrams, photographs, etc. that convey the arrangement concept or approach.

PRACTITIONERS ADVISORY BOARD

In recognition of continuing contributions to PERCEPTIONS and to the practices involved in educating persons with emotional disturbances, the Practitioners Advisory Board has been established.

The Board serves to encourage involvement of educators through submission of articles and successful instructional strategies in the journal.

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TRAUMATIC BRAIN INJURY: EMERGING ISSUES

by

Ted Kurtz

Ted Kurtz is a retired New York State Regional Associate. He is presently the Director, Technical Assistance, Research and Training Center on Traumatic Brain Injuries, State University of New York, Buffalo, New York. In addition, Mr. Kurtz serves as a consulting editor for *Perceptions*.

INCIDENCE OF TRAUMATIC BRAIN INJURY

Traumatic brain injury (TBI) causes two out of every three fatalities among children and young adults in the United States.¹ Over one million children and young adults sustain major head injury each year in the United States. About five percent of these children and young adults sustain a traumatic brain injury that results in permanent neurologic sequelae.²

The ratio of males to females sustaining TBI is fairly consistent across studies at 2:1 (males to females). The incidence rate is slightly higher among minority groups. One study identified the age group 15-24 as the highest at-risk group for TBI.³ Another study found 62 percent of head injury occurs for those under the age of 244.

Most severe head injuries (70 to 95 percent) result from motor vehicle accidents⁴. These types of accidents often cause severe cranial injuries with focal deficits and long-lasting neurologic problems⁶. Blunt trauma due to falls from trees, swings, or jungle gyms to grass or concrete, often result in skull fractures and more generalized cerebral injury⁷.

Although the consequences of TBI are severe, there has been no concerted effort to address the needs of children who survive TBI. Parents of children and young adults with TBI who seek guidance, assistance and support, find that little help is available⁸. The situation is aggravated by the fact that parents may be reluctant to push for assistance. They are either unaware that they have a legal right to insist upon appropriate services for school-age children, or they are unwilling to intervene in a system they assume is already providing the best services possible⁹.

The apparent gaps in service delivery for children with TBI prompted the New York State legislature in 1985 to order an intensive investigation of the population and their service needs. Previous studies of the incidence of TBI reveal considerable difficulty in reaching consensus on a definition of head injury and severity, especially since most studies depend on hospital discharge data and diagnostic categories rather than measures of functional deficits. However, the interagency task force in New York was able to complete an epidemiologic investigation and to translate the observations and recommendations into the comprehensive report, *Head Injury in New York State*.

The New York State study found a range of incidence rates for TBI from 209 (per 100,000 persons with head injury) reported in 1980 to 174 (per 100,000 persons with head injury) reported in 1984. These findings were reasonably consistent with previous epidemiologic studies. Despite declines in the incidence of head injury, the number of people surviving TBI will remain fairly constant, because more injured persons are being kept alive by

advances in emergency services and life-support technology. The New York State study also found that incidence rates were much higher in urban areas. For example, the incidence of head injury in the Western New York area was nearly twice that of the adjacent Finger Lakes area which is more rural.

The New York State study also revealed that most individuals with head injury are discharged to their own home (88%). Only a small percentage are released to other hospital settings (5.5%), which included long-term rehabilitation settings, psychiatric hospitals, and skilled nursing facilities. Separate surveys revealed estimates that 315 New York State (NYS) residents with TBI are in out-of-state long-term institutions, 439 individuals in NYS residential health care facilities, and 802 in NYS psychiatric institutions. Even though many are released to the care of their own family, some individuals with long-term rehabilitation needs are being placed in restrictive settings. The report to the Governor suggested that there were few, if any, programs to facilitate community re-entry and that this was a greatly under-served population.

CHARACTERISTICS OF INDIVIDUALS WITH TBI

The student with TBI presents a unique challenge to reintegration into the community and into the educational system. These individuals are likely to display disturbances of cognitive functioning, language impairment, and physical disabilities that are long-term or permanent. In cases of mild head injury, these cognitive deficits, such as problems of short-term memory or word recall, may not be obvious to the casual observer, but pose impediments to reintegration within school and family settings. For individuals with moderate to severe TBI, impairments in cognitive functioning render the individual disabled and lifetime care and support will be required.

Persons with TBI have a very high likelihood of neurological impairment affecting executive functions of the brain. There is likely to be impaired capacity for social perception, impulsiveness, difficulty in planning and organization, apathy, irritability, and fatigability. These behavioral disturbances combine with the cognition/memory deficits to greatly impede integration of the individual within home and school settings. Efforts to develop successful Individual Educational Plans (IEPs) must include specific attention to behavioral and cognitive deficits.

SCHOOL-BASED SERVICES FOR STUDENTS WITH DISABILITIES

Two major factors that have contributed greatly to the need for training educators about the needs of students with TBI are (1) the higher survival rates of children and youth with TBI, and (2) federal legislation that mandated services first to handicapped school-aged children (PL94-142, 1975), then to 3- to 5-year-olds (from birth for some states, under PL98-199, in 1983), and most

recently to infants and toddlers (PL99-457, in 1986). The 1975 Act contributed to the dominant shift from institutionalized treatment of children with disabilities to community-based modes of care. This change in the balance of care has increased the immediate need and demand for community health services personnel and training of educators. The population of children and youth with traumatic brain injury has diverse needs. These children may exhibit any combination of deficits in motor, cognitive, psychosocial, or sensory processing skills.

Students with Traumatic Brain Injury are penalized by the paradox between the low incidence of TBI and the array of disabilities caused by TBI. TBI is neglected as a specific category of disability because of its low rate of incidence. At the same time, students with TBI are being classified and counted as representing other disabilities because the deficits caused by TBI are so varied. The problem is exacerbated because most survivors of TBI carry no visible signs of their disability. TBI is not a common condition nor does the student appear disabled, yet the physical, behavioral, and cognitive impairments may be profound.

The *Head Injury in New York State* report to Governor Cuomo outlined a number of problems in the existing systems of care for persons with TBI. It is felt that most of these problems are common to most other states. The identified gaps in service, lack of professional training, and problems with funding and regulation of services are all impediments to the full functioning of persons with TBI.

The most important findings were:

1. Educational services are mandated for children but the state educational system has not made a specific effort to identify the needs of school-aged children with TBI;

2. Lack of appropriate specialized educational programs.

According to Dr. Ylvisaker, Program Director at the Rehabilitation Center of New York in Niskayuna, New York, few, if any, school systems have comprehensive programs for children with TBI. Further, few teachers, supervisors, or school administrators have been exposed to this disability group in their undergraduate, graduate, or in-service training.

In general, educators are becoming more familiar with various disabling conditions and are becoming better prepared to accommodate the needs of students with these disabilities. However, low-incidence conditions such as traumatic brain injury are still not receiving adequate attention because other disabilities have higher priority. In addition, young people surviving TBI and returning to the classroom are a relatively new phenomenon. As a result, few related service personnel and even fewer educators are familiar with TBI and the special needs of students with TBI.

Each student with TBI will return to school with a unique combination of deficits. Educators must become aware of this and plan to accommodate that child's needs. Typically, deficits will occur singly or in combination in the following areas:

PHYSICAL: Impairments can exist in mobility, strength, coordination, vision, and/or hearing.

COMMUNICATION: Problems in language, articulation, reading, writing, computation, abstraction.

COGNITIVE: Difficulties with long- and short-term memory, thought processes, conceptual skills, problem solving.

PERCEPTUAL MOTOR: Involvement can include visual neglect, visual field cuts, motor apraxia, motor speed, motor sequencing.

BEHAVIOR: Problems such as impulsiveness, poor judgment, disinhibition dependency, anger outbursts, denial,

depression, emotional lability, apathy, lethargy, poor motivation.

SOCIAL: Impairments can result in the student not learning from peers, not generalizing from social situations, behaving like a much younger child, withdrawing, becoming distracted in noisy surroundings, and becoming lost even in familiar surroundings.

These problems are outlined and described by De Pompei and Blosser in their book, *"Language, Speech and Hearing Services in Schools."* It is especially important for educators to learn about attention disorders, a major deficit area for persons with traumatic brain injury, and of particular importance to the student's successful return to the classroom. Current literature views attention as a control process which enables an individual to select from the complex array of stimuli in the environment. As a result, the attention process permeates all aspects of behavior and cognitive processes. The way educators respond to student behaviors arising from attention disorders will be greatly influenced by their knowledge about the cause of attention disorders. Without this knowledge, educators may respond in counterproductive ways.

The problems stemming from the lack of information about TBI are only exceeded by problems caused by mistaken attempts to categorize the needs of students with TBI along with those of students with disabilities which exhibit some similar deficits, such as learning-disabled and multiple-handicapped students. These categorizations are erroneous because TBI differs from these other disabilities in many ways. Unique aspects of students with TBI include:

- previous successful experiences in academic and social settings;
- a premorbid self-concept of being normal;
- inconsistent patterns of performance;
- variability and fluctuation in the recovery process resulting in unpredictable and unexpected spurts of progress;
- more extreme problems with generalizing, integrating, or structuring information;
- poor judgment and loss of emotional control which makes the student appear to be emotionally disturbed at times;
- cognitive deficits which are present in other handicaps but are uneven in extent of damage and rate of recovery;
- combination of conditions resulting from the TBI which are unique and do not fall into usual categories of disabilities;
- inappropriate behaviors which may be more exaggerated (more impulsive, more emotional, more difficulty with memory information processing, organization, and flexibility);
- learning style which requires utilization of a variety of compensatory and adaptive strategies;
- some high level skills which may be intact, making it difficult to understand why the student will have problems performing lower level tasks;
- a previously learned base of information which assists learning rapidly.

There are a variety of problems which must be addressed. Responsibility for initiating actions in most of these areas rests with the N.Y. State Board of Regents. Specifically, there are areas in which the State Education Department (SED) could take immediate steps with regards to implementing programs and services. They are:

1. **DATA GATHERING:** Those items which would provide SED with a better information base about TBI should be incorporated into mandated reporting procedures (BEDS, etc.).
2. **RESIDENTIAL SERVICES:** The establishment of

appropriate residential programs for TBI students should be given a high priority so (a) no NYS students have to go out of state for services, and (b) no TBI student will be placed in a program which is significantly inappropriate. Currently, both of the above conditions are occurring.

3. **TRAINING:** SED should initiate in-service activities to provide all school personnel with basic information about TBI. Pre-service and in-service activities should be required for psychologists, nurses, administrators, chairmen of committees on Special Education, and teachers to whom such children are assigned.

4. **PILOT PROGRAMS:** Three-year pilot programs should be established throughout the state to demonstrate a variety of service models which pertain to various levels of disability. These would include vocational training as well as behavior management programs.

5. **MONITORING:** The mandated monitoring of Special Education programs should be tightened to assure that state and federal rules pertinent to least-restrictive settings, due process for parents, and program appropriateness are observed equally rigorously for all disability groups. We should not have to again determine, through lengthy and expensive litigation, that parents' rights and school districts' responsibilities are the same for all handicapped children. This is an issue of equity, and parents and an increasing number of professionals are distressed about the cavalier attitude that department staff have taken toward these concerns.

6. **POSITION PAPERS:** Five months ago, the department started drafting a statement articulating its position on these issues. It is an in-house document and the field has been excluded from participation in its development or review. Its contents and status remain a carefully-guarded mystery. Such a paper is needed to make the field aware of the Regents' posture regarding TBI.

7. **PREVENTION:** Bicycle safety, skate board safety, seat belt use, and a variety of other concerns are obvious but often neglected areas that teachers and administrators, K-12, don't take time to stress. The NYS Health Department has made bicycle safety its number-one priority for this year. It seems natural that SED would want to be involved in the planning and implementation of any initiative which might prevent even one devastating accident from occurring.

This special population presents a variety of challenges to families and professionals. Programming for school-age children with traumatic brain injury is a complex issue which transcends many specialty areas. Experience suggests that ultimately the behavioral problems are the most difficult to assess and program for effectively. Part of the problem is physiological and part of it is psychological. It differs according to the age at which the accident occurred, the length of the coma, the portions of the brain affected, and, importantly, the personality of the individual prior to the accident. There is much to be learned about the biological basis of behavior associated with TBI and how best to treat inappropriate behaviors related to brain trauma.

This is an emerging field. Everyone involved who is serving children with handicapping conditions should be aware of the importance of recognizing head injury as a contributing factor to learning and behavioral difficulties. We should all be pressing for help in developing better ways to help such students.

ACKNOWLEDGEMENT

Much of the background information used in this article was collected and summarized by William Mann, PhD, and Sharon Dittmar, PhD, of the Rehabilitation Research and Training Center on TBI, SUNY Buffalo, NY.

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THE CULTURALLY DIVERSE STUDENT IN THE ED CLASSROOM

by

Luis Garrido

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Although the literature on emotional disturbance (ED) is quite extensive in reference to the treatment of its symptoms (i.e., behavior management techniques, medication, teaching strategies, etc.), the number of studies to determine the influence culture has on the causes and effect of ED behavior, and evaluation results need greater attention.

Further, since in different areas of the country, culturally and linguistically different students are over-represented in special education programs for behavior disordered students (see George Sugai, "Educational Assessment of the Culturally Diverse and Behavior Disordered Student: An Examination of the Critical Effect"; Bruce Ramirez & Alba Ortiz, *Schools and the Diverse Exceptional Students: promising practices and future directions*. Reston, Virginia, The Council for Exceptional Children, 1988), it would seem essential to become familiar with some of the issues which relate to this part of the student population. Often, failures to identify students' cultural differences cause their referral to the CSE (Committee on Special Education).

There are many factors which should be considered when referring, assessing, treating, and educating the culturally and linguistically different (CLD) child. Of course, the economic status, geographical location, individual history, etc. of the specific student play influential parts in understanding the particular child. However, culture and language play a definite role in the character formation of any individual. Thus, their influence must be analyzed in an effort to gain understanding of the motives of the CLD child behavior.

First, we should begin by looking at some of the reasons these students may be referred. Mr. Silvestre Wallace (Curriculum Content Coordinator, Bilingual Office, NYS Division for Youth) indicates that teachers unknowingly often use the mainstream student's behavior as a point of reference to judge the culturally different child, comparing the two. This may lead to the misjudgment of the CLD student, i.e., a reaction of a CLD child before a particular situation may be judged by the teacher as an overreaction. We should remember that a behavior which may seem extreme in this culture may be acceptable in another culture.

There are a number of ways a teacher can misconstrue the motives of a CLD child's behavior. For example, an insult to a male Hispanic student's female member of his family - especially his mother - translates into provocation of a dare to fight. The child who is insulted feels he must react accordingly by fighting with the person who used derogatory words against his mother, sister, etc. Otherwise, he would be seen by his peers as a "pendejo" (coward). Also, friendship loyalty is highly valued in the Hispanic culture. If a student is verbally or physically assaulted in the company of a peer, the duty of the peer is to defend his companion. Otherwise, he would also be considered a

"pendejo" and face rejection from his peers. A teacher who is unaware of some of these perhaps subtle but important culturally influenced behavior traits may consider the student's reaction to these situations as overreactions and may refer the student, since he would appear as too violent and prompt to fight.

These referrals usually result in the classification of the student. Regardless of the extent to which these students have been exposed to the school setting in the United States, they continue to be "deported" into the special education classroom (see Jim Cummins, "Tests Achievement and Bilingual Students," *Focus*, NCBE: 1982). Without giving enough time for the student to adjust to the new system and to learn the new language (English), immigrant students continue to be referred and classified. The fact that many of these students are evaluated with instruments which have been normed on a different population and written in a language foreign to the student is an obvious and unquestionable flaw. However, the problem is not confined to this area alone. The ignorance of the language plays an important part in the character and the adjustment period of the immigrant student. Let us consider the following cases for argument's sake.

Consider the adolescent male immigrant student who comes to this country at this already critical period of personal development. In many cultures, the arrival of adolescence is something to look forward to, since it represents the threshold of adulthood, the time of life when children are finally recognized, valued, and admired by their peers. Boys become men and are eager to show what they can do. In the case of the recently arrived immigrant student, however, the obstacle of not knowing the language and the failure of the school to meet his needs transforms the school experience into a daily catastrophe, a "failure camp," for the student. Every day he gets up to face his own incompetence and spends most of the day confronting this blow to his self-concept and self-esteem.

Psychological theories tell us that one way we protect our sanity is by using a defense mechanism which blames others for our own failures. The CLD student may unconsciously (but justifiably) blame the system for his failure, and may consequently display disruptive behavior. The system's response of classifying the student and placing him in an emotional disturbed (ED) classroom may be counter-productive.

Studies show that Hispanic students who were classified had actually lost ground after 3 years of special education placement. Their verbal and performance IQ scores were lower than they had been at initial entry into the special education program (Sernaz Garcia and Alba Ortiz, "Preventing Inappropriate Referrals of Language Minority Students to Special Education," *Focus*, NCBE: 1988).

The problems stemming from the rejection of the child's language and culture can also be aggravated at home when the parents, in an effort to assimilate in the majority's culture, negate their own. The child in this case is affected by the void produced

by trying to be accepted by the majority and then be rejected. He cannot hide his cultural background in his effort to be accepted since his physical features and/or accent continually "denounce" his origin. This student may display disruptive behavior in an effort to fight the rejection of the majority and rescue his self-concept. Teaching reading and writing skills in their native language have shown positive results when treating CLD ED students. This helps the students regain pride in their culture and consequently in themselves, also allowing them to transfer those skills to reading and writing in English.

Why devote so much attention to the child's native language in order to get positive academic and behavioral outcomes?

First, the negative effect of low self-esteem on ED behavior is apparent. Rejection of one's language by the school and the failure to perform according to unrealistic school expectations in another language is detrimental to the self-esteem of the student.

Second, language is inseparable from culture, playing a determinant role in the socialization and rearing process of the individual and becoming part of the self. A rejection by the school of the child's language translates into a rejection of the child as a unique individual.

Third, the child learns primal survival skills in his native language. He also learns to love, hate, and how to feel other emotions in this language. These skills and emotions are learned from the parents. The child associates these factors with his language and his parents. A negation of the child's language in school may translate into a rejection of the child's parents by the institution.

Fourth, the positive feelings the child may associate with his parents, his language, and his culture could begin to erode when he confronts an overpowering society that does not value his culture or his individuality, demanding the child's conformity. Consequently, his self-image may diminish.

Fifth, in an unconscious effort to save his self-concept and regain his moribund pride, the child may then display inappropriate behavior and consequently be classified as ED.

The State Education Department, in an effort to help educators deal with the complex issues that surround the education of linguistically and culturally diverse students, funds, through the Division of Bilingual Education, a number of Bilingual Education Technical Assistance Centers (BETACs). They are strategically located throughout the state to assist schools that work with these students. The BETACs also conduct a number of activities (such as workshops, seminars, conferences, inservice training, etc.) throughout the year to address the needs of limited English proficient (LEP) students and culturally different students with special needs. The BETAC at Monroe 2-Orleans BOCES in Spencerport will sponsor, in the spring of 1990, its annual Conference for Special Education staff, bilingual educators, and ESL (English as a second language) teachers.

The BETACs, in conjunction with the Office of Children with Handicapping Conditions at the State Education Department and other special education specialists, were instrumental in the development of the newly-designed State Education Department Guidelines for Services to Students with Limited English Proficiency and Special Education Needs in New York State. In an effort to familiarize school personnel with these guidelines, the BETACs have designed a number of activities to be conducted during the 1989-90 school year.

The BETACs are located in the following areas:

Southern Westchester BOCES
ISD 4th Floor
32 Warren Avenue
Tarrytown, NY 10590
(914) 332-5155

Suffolk BOCES 1
313 West Main Street
Riverhead, NY 11901
(516) 727-1692

Buffalo City School
Bilingual Education and
Foreign Languages
731 City Hall
Buffalo, NY 14202
(716) 882-0171

Onondaga-Cortland-Madison BOCES
P.O. Box 4754
Thompson Road
Syracuse, NY 13221
(315) 433-2664

Ulster County BOCES
175 Rte. 32 North
New Paltz, NY 12561
(914) 255-1402

Erie 1 BOCES
591 Terrace Boulevard
Depew, NY 14043
(716) 684-2264

Suffolk BOCES 2
Curriculum Planning and
Instructional Services
350 Martha Avenue
Belport, NY 11713
(716) 882-0171

Nassau BOCES Carle Place
234 Glen Cove Road
Carle Place, NY 11514
(516) 294-4140

Monroe 2 Orleans BOCES
3566 Big Ridge Road
Spencerport, NY 14559
(716) 352-2406

Service provision to children with emotional disturbances includes many people working together in many different roles. Classroom workers; transportation providers; cafeteria, custodial, and office personnel; administrators; psychological and social service staff; and families are but some of those involved in programs for children with emotional disturbances. In each issue PERCEPTIONS will feature a piece by a person from one of these roles, in a continued effort to present a comprehensive view of the education of individuals with emotional disturbances.

DEVELOPING HOME AND SCHOOL PARTNERSHIPS

by

Connie Flood and Ralph Flood

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THAT INITIAL CONTACT

Teachers often report that working with parents is a difficult part of their job. Parent conferences evoke images of conflict. As much as teachers wish to say only "good" things about their students, they often must speak about difficulties a student is having. With these "negative" comments comes anxiety over how the parents will react. Will there be hostility? Will this sort of conversation force the parent to become defensive, or will the teacher and the parent be able to develop or maintain lines of communication?

Parents report that working with schools is difficult. Parent conferences also often evoke images of conflict and memories of the only contact being a conference or letter filled with complaints about their child.

As much as teachers want to report only "nice" things about their students, and as much as parents only want to hear "nice" reports, both parents and teachers know that this is not always possible. Parents realize that teachers and others who deal with their child must make some unpleasant and difficult observations at times. But how can educators foster a relationship with parents that will allow for an open exchange of ideas and feelings about their children?

It is so easy to feel that we, the educators, have all the answers. Aren't we the professionals with the specialized training? Don't we have the ability to be objective and therefore make the best decisions about a child's education? There are elements of truth in these questions, yet we need to recognize the value of a partnership with the parents and the invaluable knowledge every parent has about their child as a person.

So the quandary. How do we show our respect for a parent's concern, knowledge, and abilities and meld this with our own concerns for our students in order to provide the best possible educational opportunities for the children entrusted to us during the day?

A story related to us recently tells of a principal of a small school. During the hectic first days, he took the time to greet as many students as he could, complimenting each on his or her behavior, a pretty new outfit, or "jazzy" new sneakers. This same principal wrote home a brief note to every parent with a

positive comment about their son or daughter. When asked why he went to this much trouble in those first days of school, he replied, "For some students, this may be the only positive contact I will have with their parents. The next contact may be to talk about a discipline or academic problem. For some children, that contact will happen very soon."

This account reinforced the message in a story told to us by a teacher several years ago. Early in the school year, the teacher received a frantic message from a parent to call as soon as possible. Fearing the worst, the teacher rushed to the phone and placed the call, which was picked up after a few rings. This was the first contact between the parent and the teacher during these initial five weeks of school. The parent immediately asked, "Is my son in class?" Puzzled, the teacher responded that he was and that he was working hard and making satisfactory progress. The parent replied, "I was so worried. I thought he was cutting school. You see, you're the first teacher who hasn't called by now to tell me how terrible my son is."

Personal experiences with similar phone calls from other worried parents have convinced us of the absolute need to establish immediate and positive contact with the parents during the first week of school. This can be accomplished in several ways: a brief, individualized, note home saying how well the first day went; a brief letter introducing yourself and providing parents with the times of the day that you can be reached by phone; a letter outlining the child's schedule, including the names of other teachers or therapists who may be working with the child; a letter offering the parents the opportunity to come into school during the first few weeks to get to know you, to ask questions, etc. before a more formal conference is necessary; a letter outlining the types of activities or projects the students will be engaged in during the first few weeks of class; a letter offering to act as the contact person for the parents if they have a question about any part of their child's program. Whatever the form, it is necessary to find opportunities for neutral or positive contact to build the partnership between home and school early in the year.

While making these initial contacts with parents, it is important to recognize that, for many parents, your class may be their first experience with special education. They are concerned from the very first day their child is placed in a special class. The period prior to placement has been difficult: anxiety, worry, conflicting demands, attempts to find solutions, feelings of failure, guilt, and anger have probably been their experience and many of these feelings will still be present to some degree.

When the child is classified and given services, the family

must work through many issues. Parents may still be struggling with their feelings over the type and extent of services the child will be receiving. In addition to their own feelings, parents are also trying to cope with the child's reaction to placement as well as the reactions of siblings, grandparents, and friends. The services supplied may place stress on the situation. For example, a child may bring home extra homework - the assignments he or she was unable to complete while out of the main classroom for speech, counseling, occupational therapy, physical therapy, or resource room. Parents may not be sure which teacher to contact or how to proceed if there is a problem.

Initial placement and the beginning of each school year are times when parents need our support. In addition, this is also the time when we need their support as we try to get to know their child. These initial contacts with parents will provide us with a great deal of information that might otherwise take weeks to discover by ourselves. Parents will readily share such information as what activities the child is involved in after school; is he a loner?; how does the child fit into the family and community?; what extra stress does the child put on the family? The best part of these initial informal contacts with parents is that this type of information will be shared often without the teacher asking any deep personal or "prying" questions.

PARENT/TEACHER CONFERENCES

When speaking with parents and teachers, a common area of discomfort is the parent conference. Many teachers indicate that parents don't share information. Many parents say that the professionals do not listen, or seem not to listen, when they try to share their own knowledge of their child.

Parent conferencing is an art. In some situations, orchestrating the schedules of everyone involved assumes gigantic proportions. If a child is receiving related services, the parents and professionals all want to talk with each other. However, a conference with everyone in the room at the same time can take on the implications of an inquisition. Picture one or two parents facing the special education teacher, psychologist, speech therapist, occupational therapist, physical therapist, and perhaps the third grade teacher. The other choice often made is the "orienting marathon," where the parents, with a map of the school and schedule to follow (and provisions for the journey), travel from professional to professional, being asked many of the same questions and repeating the same information. (No wonder parents have asked if we professionals ever talk to one another.)

Situations need to be dealt with on an individual basis to find a happy medium between the inquisition conference and the journey conference. Time can be a problem for both school personnel and parents. In single-parent homes or homes where both parents work, parents may find it difficult to come into school for conferences. A half-hour mid-morning conference may force the parent to take half a day (or even a whole day) off from work to attend a twenty-minute meeting. Where Mom is home with younger children, it may not be easy to get a sitter. After-school conferences may also cause a sitter problem, compounded by the presence of the disabled child. A radical suggestion might be to let the parents know which school personnel would like to meet with them and solicit their feelings about meeting everyone at once, meeting everyone separately on the same day, or scheduling the meetings over the course of several days. Allowing the parents some choice recognizes the partnership between the school and parents, and also acknowledges the fact

that parents may or may not have the ability to heed the school's directives because of family or work commitments. It is also suggested that the professionals who work with a child meet together to share information before parent conferences to reduce the need for everyone to ask the same basic information.

USING THE TELEPHONE

Professionals need to assess carefully the number of times and how close together they ask for in-person conferences. Perhaps phone conferences or letters can satisfy the need to communicate in many situations.

Of course, phone conferences are not without their difficulties. If a parent reacts negatively to phone contact, the parent may have been a forced participant in the "frequent phone plan"; frequent phone calls home that have nothing nice to say and expect the parent to solve problems that they have no power to resolve.

Parents have described phone calls from teachers that have tended to close communication lines instead of opening them. "Your son didn't bring a pencil today. He makes noises when I do group lessons. I don't know what to do with him." Parents have also related times when they asked the teacher what steps have been taken in school to correct the situation and have been told that the teacher is calling home (expecting the parents to correct the problem) or that the teacher recited a list of what she could not do. One parent, so upset by phone calls, shared that, after two weeks of calls coming every two or three days, the mother turned on her answering machine to stop what she felt was "harassment." Instead of feeling a partnership, the parents in these situations described the feeling of "being dumped on." Perhaps a better approach would be to save phone conferences for times when you want to share information with or solicit information from parents, instead of expecting parents to solve classroom management problems.

Professionals also need to be sensitive about calling parents at work. Some work situations do not allow parents access to the phone for conferences when the teacher calls. The parent may have difficulty with his or her supervisor over phone calls, especially if such calls are frequent. A letter home, listing several possible times during the day that you may be reached might allow the parent to get to a phone on their lunch or break time, without hassles or invasion of privacy.

Parents may not want fellow employees to know that their child is in special education. A parent related an unpleasant and embarrassing situation to us a few months ago. His son was being evaluated for a special education program outside of the home district. The professional from the school called the parent at work and, unable to reach the parent, left the following message: "Please tell Mr. J. to contact Mrs. S. at the XYZ Special Education Program. We need to schedule an intake evaluation on his son." We are sure that the professional involved did not mean to violate confidentiality. We are sure that she could not understand why her first contact, when the parent did return the call, was so overlaid with hostility and frustration from the parent. We are sure that she was totally unaware that every day after that call the father had to face that secretary wondering what the secretary was thinking about the message.

The telephone can be an extremely useful tool in communicating with parents. But again, the parent needs to be involved in the communication plan, allowing the parent equal say in how calls can be scheduled.

ONGOING CONTACT

Conferencing, either face to face or via the telephone, is a crucial part of school and home communication, but much can be done in between these more formal contacts to keep parents informed. Periodically, a note home telling of the child's mastering a difficult task or situation lets the parents know what is happening in school. Classroom newsletters, produced by the teacher, the students, or teacher and students together, can be very useful in sharing positive events with parents. Some teachers find that a notebook where the teacher and parent can both jot comments helps to keep communication flowing, especially with younger or very disabled children. Such a notebook can serve as a communications tool with mainstream teachers for children in a resource room, especially where the child comes into the public school from a private school for an hour a day.

Additionally, the notebook can be a means for parents to alert teachers that the child did not understand an assignment or had difficulty with part of it (this is especially important if an assignment comes back which is correct because of the amount of assistance the child had and not necessarily because he understood the concept involved). Teachers can jot notes that help, such as what multiplication tables have been covered so far. The student can use the notebook as an assignment pad.

THE IMPACT OF DIVORCE

Finally, impacting all home and school communication is the issue of divorce. How involved is the "other" parent? Is there joint custody? Is there a need for duplicate letters and should both parents be invited to conferences? Should duplicate report cards be mailed? Should information about special events (especially if they involve the child directly) be sent to both parents? Who has legal custody? Who should be involved in the I.E.P. conference? All of these questions need to be explored and answered in order to keep communication lines open.

SYNOPSIS

In summary, although opening up communication lines can be time-consuming, the benefits are great. The chances of a partnership between home and school developing are greatly enhanced, which in turn increases the probability that the program offered to the student will be stronger. Even though increasing communication does not mean that the school and parents will always automatically agree on every aspect of a child's program, it can provide a framework in which disagreements can be aired and conflict resolved without them interfering with a child's education.

TIPS FOR HOLDING CONFERENCES

1. Give the parents options in days and times for conference.
2. Give parents a choice in meeting all of the professionals together, individually, and, if individually, find out if they wish to meet with everyone on the same day or if they need the appointments spread across a period of time.
3. Ask the parents if there are school personnel they would like to meet with who are not on the initial list.
4. Give the parents some advance notice concerning the areas that might be discussed: academic progress, remediation program, etc.

5. Ask parents, ahead of time, if there are specific questions they would like answered at the conference and have those answers ready for them.

6. Provide ample time for the conference to cover the information you have prepared, as well as time to answer any other questions the parent may have, or simply to listen to their concerns and perhaps fears.

7. Let the parent know ahead of time where they should meet you. Do they have to report into the office first? If so, alert the office personnel so that the parent may be welcomed and escorted to the appointed meeting location.

8. Be on time. Do not make the parent wait.

9. Use adult furniture. Do not expect a parent to feel comfortable while sitting in a chair meant for a six-year-old, especially when you are sitting in your "teacher" chair.

10. Place your chairs in a grouping or around a table. If using a table, do not sit at the head of the table. Do not sit behind your desk. Remember, you are establishing a partnership, not a client/professional relationship.

11. Be sure to begin your conference with some positive observations about the child. Then move into areas you would like to address with the parent. Be prepared with examples and know how much of a problem the situation really is. Comments like "sometimes" or "once in a while" often give parents the feeling that what is being discussed is a problem, but may be not much of a problem. If you are going to ask the parent for help, be realistic about what you want the parent to do. Also, be sure to let the parent know what part you will play in reaching a goal. Be ready to modify your approach depending upon parental suggestions.

12. Summarize your conference. If you have developed a "plan of action" with the parent, summarize that plan and agree on a schedule and manner for follow-up communication. Let the parent know that you value the part they are going to play. Try to end the conference by showing confidence in that plan.

13. Send a follow-up note to the parent within a day or two expressing confidence in the partnership that you have developed.

TIPS USING THE TELEPHONE

1. Send a note home asking the parent to contact you and give times when you can be reached. Alert the parent that, if these times are not possible for them, they should identify a time that they will call and arrange to be available at that time.

2. At the beginning of the year, ask parents if it is possible to call them at work. Allow the parent to avoid a difficulty with their supervisor.

3. Do not allow your first telephone conversation to be your first contact with the parent, especially if what you have to discuss is unpleasant.

4. Save telephone conferences for important items, review of progress, ongoing problems, etc.

5. Let the parents know ahead of time that, if you need to leave a message at their work site, you will simply leave your name and phone number for them to return your call. In this way, the parent will be able to maintain privacy if he or she wishes.

WHAT DO TEACHERS OF THE EMOTIONALLY HANDICAPPED PERCEIVE AS INSERVICE TRAINING NEEDS

by

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RATIONALE FOR INSERVICE

Public Law 94-142 mandates that every state must include inservice training procedures for all personnel who are engaged in the education of the handicapped individual. This includes a population of over 260,000 special educators and 200,000 regular education personnel (National Advisory Committee on Handicapped, 1977) whose roles have changed dramatically since they were originally trained, therefore making inservice training a national priority (Office of Special Education, as quoted by Browder, 1983).

As school systems strive to strengthen the overall quality of their staff development programs, it is critical that the needs addressed emanate from the staff responsible for the educational program and focus on those areas that teachers recognize as needing improvement (Iwanicki, 1984). It is also equally important that the inservice be set up effectively and properly evaluated. Inservice must be reconceptualized as an integrated, ongoing process which requires a time and money commitment on the part of recipients. Particularly in an area like behavior disorders, where shortages of teachers are found, inservice is an excellent means for updating and/or converting current, experienced staff to providing services to behavior disordered children and youth (Grosenick, 1982).

POTENTIAL AREAS OF NEED

Potential inservice issues for teachers of emotionally handicapped pupils can be addressed by a carefully designed survey which lists potential competencies. Leyser (1985) designed a survey for the purpose of identifying competencies that teachers perceived as necessary in effectively teaching handicapped learners and in establishing data-based training priorities to assist in inservice planning. This preliminary assessment can serve as a starting point in determining competencies that will stimulate the development of programs addressing needs specific to the educator.

A list of competencies by Leyser (1985) included the general areas of professional orientation, knowledge, curriculum, instructional strategies, assessment, learning resources, evaluation of student progress, classroom management, and communication. Another area of concern would be directed at guidance counseling, individual/group counseling, identifying when a child is in crisis, drug/alcohol/child abuse awareness, AIDS, and direction as to where to go if any of these problems are identified. Salend, Michael, and Taylor (1984) point out another important area which addresses the need for awareness of community

agencies providing services to the EH and their families. Who are they; how do you contact them; what services do they offer; what are the costs; and many other areas could be addressed. This study found that many of the educators in their research had not received specific training to work with the migrant handicapped student. This is true of special educators of EH and learning disabled populations, since both are only briefly covered in undergraduate curricula. Leyser (1985) found that, although their subjects received training in some or all of the competencies surveyed, there is a need expressed by practicing teachers to offer more training in at least some of the competency areas.

Inservice training has come under some of the most severe criticism of all in the field of behavior disorders (Grosenick, 1982). Examination of States' Annual Program Plans submitted under Public Law 94-142 reveals that most inservice relative to behavior disorders (EH) falls into these categories: behavior management, behavior modification, mainstreaming BI students, and identification of BI students. Grossnickle (1987) goes on to state that, although these inservices are appropriate, they are embryonic and do not stand alone to serve the BI population. In institutional settings, very little inservice addresses curriculum and educational needs. The difficult task of selecting materials and strategies for meeting the academic needs of students with behavioral disorders confronts all classroom practitioners (Gable, Hendrickson, & Mercer, 1985). Furthermore, maladaptive behaviors are but one aspect of a multiplicity of characteristics linked to BI students and that academic underachievement or marked inability to learn is significant and under-served.

Special education administrators have expressed frustrations in dealing with not only the kinds of services designed for EH students and determination of who is to receive the services, but also with the demands from general educators for removing students perceived by them to need services (Greenburg, 1983). Inservice here could address communication among educators within the school, promoting mainstreaming of EH pupils, and skills and strategies to help regular education teachers with the mainstreaming and/or identification of the EH student.

Again, any one of these ideas can "seem" to be a need of educators, but a close look at teachers' preferences and needs for improvement can direct future inservice planning and help in its success. No one appreciates a successfully chosen and presented program more than teachers (Dunaway et. al., 1987)

DESCRIPTION OF SUBJECTS

The purpose of this study was to identify the specific needs of educators of emotionally handicapped pupils. Therefore, those attending the ANYSEED Conference in Utica, New York, on April 6-8, 1989, which focused directly on the EH population of educators, were selected. Subjects who participated were from all

over New York State to include self-contained resource, elementary, and secondary teachers, administrators, and residential special educators. Two hundred questionnaires were distributed with forty-eight completed for a return rate of 24%.

GENERAL PROCEDURES

The research design chosen for this paper was the descriptive design. A questionnaire was developed with the intention of surveying the inservice training needs of teachers with EH pupils. The thirty-one assessment items were developed by taking a close look at previous research which addressed the overall plan and quality of inservice in the area of EH. All provided questionnaires from which this research survey was developed. In addition, an informal meeting of ANYSEED was held in February, 1989, and persons attending were asked to write on a 3x5 card the kinds of inservice training they were in need of. These responses were compared to and incorporated into this survey.

Subjects were asked to rank each of the thirty-one items on a scale of one to five, with five being of highest priority. Numbers were provided and the respondent needed only to circle their responses. They were then asked to list the five areas of need deemed as most important to them and also list the five least important items. Choices were listed by number for greater convenience to sample.

RESULTS/DISCUSSION

The results of this descriptive study are presented in Table 1 according to a rank order means (X).

TABLE 1
Means for Inservice Training Needs

Item #	Inservice Training	X
Inservice Training Needs Considered "Most Important" by Respondents		
7	Study Skills/Learning Strategies	4.21
5	Techniques for Motivating/Rewarding Students	4.11
23	Skills & Strategies to Help Regular Education Teachers with Mainstreaming	4.04
Inservice Training Needs Considered "Important" by Respondents		
10	Alternate Instructional Techniques	3.98
13	Group Classroom Management	3.92
28	Drug/Alcohol/Child Abuse	3.91
6	Creativity in the Classroom	3.89
20	Teacher Support; Time Out to Observe	3.89
18	Job Related Stress	3.77
19	Techniques to Develop Teacher Self-Esteem	3.68
24	Socially Maladjusted and EH	3.67
17	Communication Among Special Educators	3.65
16	Counseling - Individual Strategies - Informal Counsel Groups	3.64

22	How to Promote Mainstreaming of EH Pupils	3.62
25	Programs Available to EH Secondary Students Within the School	3.61
9	Organize Classroom to Maximize Learning	3.57
26	Programs for LD/EH	3.57
30	Use of Multi-sensory Equipment	3.49
12	Individual Classroom Management Techniques	3.48
15	Awareness of Agencies that Provide Services to EH and Families	3.47
11	Teacher Authority and Leadership Styles	3.45
4	Parental Involvement/Training Parents	3.43
8	Review Specific Curriculum Materials	3.29
29	Assessing Residential Treatment Alternatives	3.29
21	Teacher Rights and Malpractice Litigation	3.28
1	Identification/Assessment of EH	3.24
27	Programs for MR/EH	3.22
2	Program Entry/Exit Decisions	3.09
31	Programs/Rehabilitation for Incarcerated Youth	3.07

CONCLUSION

This study seems to state clearly that study skills/learning strategies is a very important area that educators feel needs to be addressed. Study skills are essential to active learning. Christen and Murphy (1985) feel that, until the demand from parents and administrators to provide study skills training to teachers and until study skills become a component of the curriculum, students will continue to struggle needlessly with their studies. The National Commission of Excellence in Education (1983) describes our nation as one at risk. They further state that, "In most schools, the teaching of study skills is haphazard and unplanned" (p. 22) and recommends, "Effective study and work skills ... should be introduced in early grades and continue throughout the student's schooling" (p. 29).

Just as important is the area of motivating/rewarding students, and classroom management techniques. Positive reinforcement is a widely-recommended procedure for promoting prosocial behaviors and is applied in different ways to include: token economies; activity reinforcers; shaping; positive practice; and primary reinforcers (Alberto & Troutman, 1982), to name a few. Teachers are always willing to learn new techniques, since each student has different needs and no sole practice will work for all.

Educating mainstreaming teachers in the area of EH is also extremely important. Gear and Gable (1979) state very clearly that they doubt that regular education teachers are adequately prepared to educate handicapped children. PL 94-142 has created a discrepancy for educators between roles they had been trained to fill and roles they must now fill. "For example, regular class teachers who may not have had any training in working with the handicapped are now expected to work with handicapped children who are mainstreamed into their classroom" (Browder, 1983). Further, federal agencies and state departments of education are encouraging inservice instruction to alleviate problems in this area. This is significant since the ultimate goal of EH pupils is for them to be able to function appropriately in the least restrictive environment - the regular classroom.

A discussion of the importance of each of the remaining items would be fruitless, but a clear conclusion can be drawn from the data results and observations: There is no one individual area of competency that requires sole attention by its inservice audience since needs are so varied. Research also suggests that

competency lists alone may not adequately identify objectives for inservice. Teachers may not recognize the skills they need because of lack of self-evaluation skills (Browder, 1983). Browder (1983) goes on to suggest classroom observations and competency lists together may reveal more accurately the needs unique to the audience the inservice will serve.

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DON'T DUCK THE TOUGH QUESTIONS GENERAL EDUCATORS RAISE ABOUT MAINSTREAMING

by

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MAINSTREAMING

Mainstreaming learners with handicapping conditions in the least restrictive environment has proven to be a thorny mandate since it was legislated by Public Law 94-142 in 1975. Its implementation has generated many tough questions for which general and special educators are compelled to make meaningful and informed responses. In this article, the authors offer responses to questions that were raised consistently by general education teachers during intensive in-service course/workshops conducted collaboratively by the authors over a period of several years. The questions are concerned with mainstreaming placement procedures and how to effectively meet the management and instructional needs of all learners, including learners with handicapping conditions in general education classrooms. The primary intent is to describe several guiding principles and strategies that evolved from groups of early childhood, elementary, and secondary educators, and to provide direction for more in-depth study related to the education of learners with handicaps in general education classrooms. It is, as well, intended that these questions and responses underscore for special educators the forthrightly expressed concerns and needs of their general education colleagues. For it is around these questions that collaborative and consultative relationships will be meaningfully developed and maintained.

WHY ME? WHY NOW? WHY IS HE/SHE COMING TO MY CLASSROOM?

These questions are often the very first asked by general educators. They likely reflect the belief that a mainstreamed learner requires more effort on the part of teachers and that meaningful guidelines were employed in the decision to place the learner in that particular classroom. The experience of the authors would indicate that the guidelines used may well be suspect in many cases. Fundamentally, teachers are seeking soundly formulated guidelines that explicitly incorporate, as the foundation for student placement, their ability to provide appropriate instruction and management, and the availability of support services and technical assistance (Keogh & Levitt, 1976).

To prevent uncertainty and resistance, clearly-articulated policies should exist. Guidelines and criteria that parallel explicit philosophical and educational commitment are essential in facilitating the actual teacher/classroom selection and placement process for mainstreaming students with handicaps. A policy, in effect, should provide a measure of assurance for student and teacher success, while minimizing the "dumping syndrome" or

the meeting of compliance mandates alone.

The likelihood for the student to succeed is enhanced when accommodation and modification required by the teacher is minimized in the instructional approach and when the child's behavior is appropriate for the regular class setting. Many teachers express willingness to help a student, but do not want to add behavior or learning problems to their classrooms. They feel that it is unfair to the other students and to themselves. Several guidelines suggested by Goldman (1980) include mainstreaming the student:

1. in math or reading before science or social studies;
2. if the student is achieving at or above the mid-point of the least-achieving group in the class;
3. if the student exhibits strength in self-management skills and work habits;
4. if the student is able to work independently and in large group activities.

Other factors that are worthy of consideration in developing a policy and guidelines for selecting the "right" teacher/classroom setting include:

1. Teacher affect factors such as attitude, expectation, self-confidence, sensitivity to students' needs, willingness to ask questions, secure enough to seek help, and the ability to communicate easily and openly with colleagues. In effect, these factors are critical determinants of the effort that is likely to be expended to accommodate the instructional needs of students with handicaps when placed in mainstreamed classrooms (Johnson & Johnson, 1984; Edmonds, 1979).
2. Teacher knowledge and skill factors such as knowledge of exceptionality, demonstrated use of variety in teaching strategies, good organization, and effective management techniques will, from the outset, increase the probability of success (Stainback, Stainback & Froyen, 1987).
3. Classroom environment factors that are conducive to positive learning. Otherwise, students with handicapping conditions will face more frustration and further degrading self-concept experiences, rather than less. Several key classroom factors are: a) the overall attitude of class members toward each other, i.e., their respect for one another; b) the presence of other students in the class with similar needs, assuring that the child will not be "alone"; c) existing disruptive influences that are already burdensome for the teacher and which may serve to influence less than optimum performance by the incoming student; and d) class size and the extent to which rich and varied instructional materials are used in the prospective classroom. This latter factor may well serve as a barometer for predicting the actual use of varied materials and resources with students who are handicapped. In the final analysis, each of these factors will have a direct and critical bearing on the potential success of the student being considered for placement.

It is obvious that many considerations enter into decisions

made by the Committee on Special Education and that a variety of pressures are felt by teachers, parents, and administrators. Nevertheless, the authors urge that greater attention be given to developing procedural guidelines that take into account the teacher's personal/professional factors as well as the social and academic readiness of all the students involved (Gresham, 1982).

General education classroom teachers vary in interests, expertise, and attitude. Accordingly, students will not be placed in "vacuums" nor "textbook" ideal classrooms. The real chance for success will ultimately depend upon the attitude, and the instructional and management skill of the receiving teacher, along with the receptivity of general education students, all in conjunction with the specific physical, learning, and behavioral needs of students with handicapping conditions.

HOW DO I MEET THE SPECIAL NEEDS OF A STUDENT WHO IS MAINSTREAMED, WHEN I HAVE TWENTY-SIX OTHER STUDENTS?

In answering the "How do I meet the special needs ..." question, it is essential for the general education classroom teacher to ask the following questions: 1) To what extent am I acknowledging the individual differences that exist among children already in my classroom? 2) How much am I willing and able to adapt, adjust, or change my instructional methods, my perceptions and expectations of children, and my use of materials to accommodate individual differences of children, handicapped or not? These questions can stimulate important introspections by the teacher.

Guidelines and instructional practices that will help the teacher to more effectively meet specific learner needs are offered here as suggestions. They represent effective teaching practices in general rather than one special formula.

1. Examine your class requirements and consider alternative strategies for achieving them, such as:
 - a. facilitating student performance through the use of a variety of instructional aids such as audio and video taping, role-playing and demonstration, or word processing, in lieu of standard written submissions.
 - b. keeping the assignments short and concise by modifying the length without changing the desired outcome, e.g., eight arithmetic problems rather than fifteen or twenty.
 - c. varying the length of time given to complete tasks and assignments.
2. In developing your classroom schedule, set aside blocks of time which do not entail direct instruction. This will allow time for monitoring individual performance and providing corrective feedback.
3. Implement cooperative learning strategies (Schniedewind & Salend, 1987).
4. Keep directions simple, and present them orally and visually.
5. Provide a starting point which leads to immediate success.
6. Employ and reinforce study strategies and skills (Gleason, 1988; Herr, 1988; Archer, 1988).
7. Emphasize the ability, not the disability, i.e., identify learning activities which capitalize on what the student is able to do (Gickling & Thompson, 1985).

The following case provides several applications of the above guidelines to a general education classroom and subject matter area of social studies, the topic or theme being community life.

Jackie is an intermediate-grade-level student who has been diagnosed as functioning in the mildly handicapped range. Jackie

carries the diagnostic label: mild mental retardation. One instructional performance objective requires that Jackie demonstrate understanding of the concepts of similarity and difference as applied to community life. Jackie must identify and compare characteristics of her community with those of at least one community in several select foreign countries. Several instructional alternatives that may be feasible for Jackie are as follows:

1. a. Provide additional concrete examples of attributes of the concept community and model a comparison of community similarities and differences.
- b. Allow Jackie to record on audio tape or type, using a computer program or typewriter, a list of characteristics which reflect life in her community.
- c. Engage another student or an aide to work cooperatively with Jackie in identifying similarities and differences and/or to record responses.
- d. Jackie can select and cut out illustrations that depict community similarities and differences.
- e. Jackie can participate in a small group dramatization of life characterizing one or more of the communities.
- f. Reduce the number of countries and corresponding list of characteristics, similarities, and differences among the respective communities.
- g. Allow additional time for Jackie to complete the task.
2. Jackie's teacher could schedule fifteen-minute time blocks on alternating days devoted to individual and/or group activities selected by students. During this time, the teacher could target specific performance activities for Jackie, i.e., typed or written lists, dramatization of responses, discussion.
3. Jackie's teacher or aide could audiotape directions for the task, thus enabling Jackie to review and reflect upon the details. Additionally, a bulletin board or video tape could be developed to provide a visual representation of the task and its requisite steps. Still another suggestion would be to select another student to assume the role of "master of directions."
4. Prompt Jackie to identify characteristics which best represent "her community experience," building upon that which she is likely to know best and retrieve most easily.

SHOULD I CHANGE THE INSTRUCTIONAL PROGRAM IN ORDER TO ACCOMMODATE THE MAINSTREAMED STUDENT?

Concerns inherent in this question suggest that any change in curriculum might require different material, instructional strategies, and evaluation, as well as the content of instruction. While the authors believe curriculum to be inclusive of all the experiences that students have under the planning and guidance of the school, personal observations clearly indicate that often many teachers view subject matter as an end in itself. It is vital that teachers actively seek to determine the value and functionality of what they teach and what students are expected to learn. Above all, students with handicaps have a fundamental need to understand and apply the content within "real life/functional" contexts.

At the primary and intermediate/middle school levels, curricular goals for the mainstreamed learner with mild handicaps should not differ markedly from those we prescribe for non-handicapped students. The student with mild handicapping conditions possesses the capability to acquire the fundamentals and skills associated with basic subject matter content areas,

although he/she may indeed require additional instructional time and varied practice.

There is, however, a marked difference in curricular emphases and instruction at the secondary education level. Emphasis should be directed more to practical or functional learning experiences for the majority of students with mild handicapping conditions. The subject matter content should be highly relevant to the daily life demands and challenges that are being placed on adolescents. Emphasis must be focused on the application of knowledge and skills to personal, social, career/work, or academic situations; the latter, especially for those students who project the ability to pursue continued formal education beyond the secondary level (Iannaccone & Pomerantz, 1988).

Several guidelines for adapting instruction to accommodate the secondary mainstreamed student are as follows:

1. Be particularly cautious not to assume that the learner with handicaps will acquire understandings and skills, and readily generalize them to other situations or functional contexts.
2. The student who has difficulty in attending to relevant content attributes will likely find it helpful when the teacher provides more insightfully selected illustrations, analogies, or examples. While carefully selected functional or concrete learning experiences greatly enhance the acquisition of content and skills for the general education class student, they are indeed a must for every learner with handicaps.
3. Expectations teachers hold for students with handicaps must be explicitly stated and illustratively demonstrated to insure instructional and behavioral gains.

The following case illustrates an application of the above guidelines:

Albert is a secondary-level student who has been diagnosed as functioning in the mild handicap range. Albert carries the diagnostic label: mild learning disabled. Albert has difficulty acquiring complex concepts and understanding their relevance to contemporary life. In this case, Albert's earth science teacher has targeted objectives related to the study of ecosystems; more specifically, the role and effects of pollution in an ecosystem. Albert's teacher has developed a resource unit guide with Albert, which includes delineated objectives, and instructional activities and materials. Albert and other students will be aided in their understanding of pollution through several provocative in-class and out-of-class activities, e.g., a presentation by an environmental science major from the local university; readings from national news releases; a visit to the area environmental protection center to observe their functions and efforts to prevent and correct damages to the ecosystems by pollutants; small group planning of pollution-controlled home, neighborhood, and school environments; and individual and group demonstration projects, designed to prevent and control pollution in homes, schools, neighborhoods, and the community.

Albert's teacher has thoughtfully devised an instructional strategy that explicitly accounts for Albert's learning needs. Direct and functional involvement with the content will aid Albert in acquiring a richer understanding of pollution and its function in an ecosystem. Furthermore, his participation in individual and cooperative project planning, and actual implementation, will help to focus his involvement while providing instructional activities that promote the generalization of key concepts, principles, and problem-solving strategies to both his and his classmates' life space.

It is clear that teachers are instructionally responsible for a

diversity of learners with varied learning styles, problems, needs, and interests. Instructional strategies that engage learner interests and maximize the functionality of subject matter content and skills bring vitality to the instructional program for all students, including the learner with handicaps.

HOW DO I EVALUATE AND REPORT THE PROGRESS OF THE STUDENT WHO IS MAINSTREAMED?

The primary goal of educational mainstreaming is to provide constructive instructional and social opportunities for students with handicaps. We must assume that general and special educators believe the students placed in the general education classroom will derive beneficial academic and personal/social outcomes. It must also be assumed that the outcomes that have been targeted are the result of cooperative decision-making by committees on special education, parents, general and special educators, and other ancillary personnel. It is the cooperatively-formulated and agreed-upon objectives that become the critical referents for the instructional program, and the evaluative foci of the general educator.

A most important consideration is how the teacher envisions the student's demonstration of instructional or behavioral outcomes and expectations. In essence, it is student-demonstrated behavior that is evaluated and graded. Recognizing that a student can demonstrate acquired learning and success in a variety of ways is imperative (Bigge, 1988). The selection and development of a variety of methods for assessing, evaluating, and grading the learning and behavioral progress of students with handicaps holds implications for the instructional planning, implementation, and evaluation of other students as well. Generally, what is beneficial for the mainstreamed students is appropriate for others.

Grading practices associated with multifaceted evaluation require that teachers and parents not engage in the comparison of grades. For a comparison to serve a valid function, it must employ the explicit factors upon which the comparison is being made, i.e., it is acceptable and understandable when performances, such as five correct responses out of five words and twenty correct responses out of twenty words, are compared on a spelling test. However, it would not prove valid to compare the one-hundred percent of the former performance with the one-hundred percent of the latter performance. In a similar sense, it would not prove valid to compare the performance of two fifth-grade students, one reading above grade level and receiving a "B" for above-average performance at that advanced level, and the other reading below grade level but also receiving a "B" because he/she is performing above-average at the lower level. It is essentially these types of situations that contribute to the problem of grading experienced by teachers and confusion on the part of the public.

In effect, a narrative type of reporting is recommended as a means of accurately describing student performance and behavior (Bigge, 1988; Fairchild, 1987; Doorlag and Lewis, 1983). It may range from several brief sentences for each subject matter content area to a full description of the student's progress in each area. A narrative report has the advantage of descriptively conveying a "picture" of actual learning specifics, while preventing or minimizing unwarranted and nonproductive comparison. This approach encourages teachers to utilize different means for evaluating demonstrated performance and to make adjustments in the instructional program without fearing subsequent unwarranted

and nonproductive comparisons.

Several viable alternatives for evaluating and grading student progress described by Bigge (1988) include: contract evaluation and grading; criterion-referenced evaluation; completely individualized evaluation; and IEP evaluation.

Contract evaluation is attractive in that it is a cooperative instructional endeavor that establishes explicit objectives, corresponding activities, tasks, and pre-agreed-upon levels of proficiency as grade determinants tailored for the individual student. Bigge (1988) states, "A contract made between each student and teacher on an individual basis creates a learning environment in harmony with the needs and interests of individuals within a class."

In the criterion-referenced evaluation approach, checklists and other teacher-devised testing approaches, based upon specific instructional objectives such as written evaluations, skill reports, and self-evaluation, are helpful in assessing satisfactory or unsatisfactory student performance in content and/or skill acquisition. Specific point allocations can be assigned according to performance criterion levels and then converted to a corresponding letter grade system. When using this approach, teachers should clearly document that the letter grades are based on a modified grading system and do not compare the performance of one student with that of another.

The completely-individualized evaluation approach draws upon the resources and materials in the classroom to motivate the student to select and pursue a topic. Based upon the student's choice of a topic, the teacher and student establish objectives that are closely aligned with subject matter content areas that comply with appropriate grade level expectancies. The teacher then selects an array of functional learning activities and materials that vary the modes by which information is presented, thereby facilitating the involvement and learning of the student with a handicap. Evaluation of performance can range from dramatizations, speeches, pictorial illustrations with accompanying explanations, or other methods of student presentation. Grading systems for this approach can include the assignment of letter grades for achievement and effort associated with objectives in much the same manner described in the criterion-referenced evaluation approach. Periodic teacher-written evaluations and student self-evaluations are of value as a means of describing an individual student's gains, weaknesses, and needs in relation to objectives.

The IEP evaluation system is based upon performance measures of annual goals and instructional objectives stated explicitly in the student's IEP. Evaluation and grading takes into consideration students' learning styles, academic strengths and weaknesses, and includes provisions for appropriate modifications in testing procedures, e.g., audiotaped directions, untimed tests, oral or demonstration tests.

Grading variations include options such as: shared grading, which engages the efforts of two or more teachers in determining a grade for a student; multiple grades, which base grading upon evaluation of ability, effort, and achievement, and average the three for a final grade (Kinnison, et.al., 1981); differential grading, which provides a profile of a student's current placement level, the student's measured achievement levels in academic subject matter content areas, and actual performance measures or grades for each content area. Other options include the grading of the student's work behaviors rather than skill performance, in juxtaposition with grade placement and achievement level, and stated IEP goals and objectives in the academic subject/s with

written indication of which have been met and which require further work.

It would appear that instructional and behavioral evaluation, and corresponding grading and reporting, of mainstreamed students must be integrally linked to explicitly-stated benefits and outcomes that are deemed realistic for these students. The extent to which instructional efforts enable students to benefit from mainstreaming opportunities will likely be reflected through creative evaluation and reporting of student progress. In addition, improvement of educational programming and instruction for students with handicapping conditions can be greatly enhanced by parents, teachers, and school administrators through their cooperative effort to better understand the implications of the performance descriptions and measures of all students in the mainstream.

In summary, several intriguing questions have been posed by general educators who are interested and concerned about educational mainstreaming of students with handicapping conditions. This article has provided responses that address teacher and classroom selection guidelines for mainstreaming, instructional and management accommodations, and evaluation/reporting approaches. In general, it is clear that constructive teacher expectations and behavior are essential to successful mainstreaming. Extra time and added creativity may well be critical factors in the general education classroom for the enhancement of educational opportunity for students with handicaps. As teachers more systematically examine their instructional skills, their students, and the subject matter content, they will likely form new and exciting alliances with special educators and other supportive school personnel (Buechin-McGill, et.al., 1989; Friend, 1985) in the pursuit of effective instructional, management, and evaluation/reporting strategies for students with handicaps in their classrooms.

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FROM THE CLASSROOM

In order to provide an opportunity for practitioners to share successful instructional strategies with one another, PERCEPTIONS will publish a regular column that focuses upon ideas from the readers.

Submission should be on 8-1/2 by 11 inch paper, typed, double spaced. It should include:

- purpose of the idea, or materials;
- age group recommended for use;
- description of how idea, activity, or materials are used;
- and the potential benefits of the idea, activity, or material.

Submission should also include submitter's name and address, affiliation, and position.

Send ideas for "From The Classroom" to:

Dr. Robert Michael
OMB 112, SUNY
New Paltz, New York 12561

Relaxation Techniques

When the class is keyed up and academics are going nowhere - stop! Try some relaxation techniques. One interesting idea is to have the students lay on the floor and close their eyes. Direct them to pretend that they are in a bubble and - take it from there - be creative.

OR

If relaxation is not what seems appropriate at the time, try burning up excess energy. A game of "simon says" or "giant steps" can do wonders. Then return to your academic subjects.

Submitted by:

Gloria Seaman
Primary Special Education Teacher
Monroe-Woodbury Central Schools
New York
and
Candiss Murphy
Adjunct Special Education Instructor
SUNY, New Paltz

VIP Student of the Week

This idea encourages self-esteem and family interaction. Each week a particular student is the "VIP." Pictures of the child, a photo album, favorite stories, foods, movies, etc. are emphasized and incorporated into learning centers. On Friday, family members are encouraged to join class activities and join the class for lunch.

Submitted by:

Cynthia O'Neil
Kindergarten Teacher
Monroe-Woodbury Central Schools
New York

Summer Letter Home

Send a letter home before the opening day of school to ask students what they would like to learn about. Each week would center around a different student's interest, i.e., frogs, kites. Expand on these topics at the various learning centers. This technique can increase motivation and self-esteem.

Submitted by:

Terry Brown
Primary Special Education Teacher
Monroe-Woodbury Central Schools
New York

LETTERS TO THE EDITOR

Letters published in PERCEPTIONS do not necessarily represent the views of the editors or the ANYSEED organization. Receipt of a letter does not assure its publication due to space limitations and content appropriateness. The editors reserve the right to edit letters. All letters received will become the property of PERCEPTIONS.

Letters should be sent to:
Dr. Robert J. Michael
EDITOR, PERCEPTIONS
Old Main Building 112
State University of New York
New Paltz, New York 12561

To The Editor:

I have been the Guidance Counselor at Port Jefferson Elementary School on Long Island for the past 13 years. I am writing this letter to express my serious professional disagreement with the general tone of an article which appeared in the Summer 1989 edition of PERCEPTIONS (Vol. 24, No. 4) by Karen Ungerer, entitled "Writing Skills for the Mildly Handicapped Student."

I gave a presentation at the 24th Annual Conference of ANYSEED in Utica on April 7 of this year, entitled "The Silent Stutter: Learning Disabilities in Written Expression." In my proposal for this presentation, I submitted an abstract of my views on this issue which I would like to reprint here:

There is growing evidence to suggest that more children have learning disabilities in written expression than any other subject area (language, reading, or math) - and that these disabilities are the least recognized and understood.

Language disabilities are usually recognized in kindergarten because these children "talk funny." Reading problems usually become painfully obvious by the end of first grade. And math problems are most often recognized by the end of second grade as the child's language and/or reading skills impinge upon his/her ability to work with number concepts.

But, from K through 12, disabilities in written expression are usually attributed to carelessness, sloppiness, or lack of motivation. Unfortunately, there are no standardized achievement tests in writing to arrive at a grade equivalent score in writing as can be done for reading and math. In the absence of any score to support the fact that a child is having a bona fide problem with writing, the assumption is usually made very quickly (for reasons that I do not understand) that the child's poor writing is an attitudinal problem rather than a learning problem.

I have come to call a disability in written expression the "silent stutter". Problems with speaking as well as problems with writing are expressive language problems - or problems with symbolic representation of ideas. Only a sadist would accuse a stutterer of having an attitudinal problem ... yet such accusations are routinely leveled at children with a "silent stutter" - children who simply cannot get their ideas down on paper with age-appropriate facility and competence.

Children are rarely referred to my office (guidance) because they have a writing problem. Invariably they are referred because they are disorganized, are avoiding assignments, or are over-socializing (talking in class). If the situation has really deteriorated, they may even be referred for disrespect or fighting. I am left with the job of decoding these behavior problems and

often translating them into the diagnosis that a child is having trouble writing.

A brief writing sample is usually enough to raise the suspicion of a learning disability in written expression ... when one has a sense for what kind of writing is normative for each grade level. Once the suspicion of a learning disability has been established through such a writing sample, grounds exist for requesting diagnostic testing. It is the function of this testing to determine whether the writing problem is at root cause a language problem, or whether it is due to visual perceptual, visual memory, directionality, sequencing, or fine motor deficiencies. A flaw in any of these processes can result in a writing problem - which explains why so many writing problems exist - and it is important to determine the etiology of the problem, because different kinds of responses may be called for.

In general, however, the response to a learning disability in written expression should be the same as to any other learning disability - fundamentally compensatory rather than remedial. Learning disabilities are neurological problems, and, by and large, the faulty neurological system cannot be improved by practice effects. The child must use strengths to "get around" weaknesses - and, with regard to learning disabilities in written expression, the compensatory mechanisms of preference are keyboarding, word processing, and oral dictation.

For some reason, however, special education programs seem to have a penchant for trying to "fix up" writing disabilities even though they would never take this approach to any other learning disability. Somehow there is the sense that if kids write more, "it" will get better. When this approach exists, the underlying assumption is that the "it" is a muscle rather than a nerve. Muscles get stronger with exercise but nerves do not. Quite to the contrary, the net result of making kids walk on nerve-damaged limbs is to increase their pain - making school an onerous, aversive, and unrewarding task at which they cannot succeed. These children eventually arrive in my office as behavior problems and I view them as prime candidates for high school dropouts.

Given this brief synopsis of my overall approach to handicaps in written expression, it should be immediately obvious that it is in marked contrast to the approach represented by Karen Ungerer's article. In fact, I would say that the presentation that I made at the ANYSEED Conference in Utica last April was specifically aimed at trying to counteract Karen Ungerer's approach to children with handicaps in written expression - an approach which, I strongly suspect, is the more common response to these children in the schools of New York State. In fact, I learned at

the ANYSEED Conference in April that the situation is probably even worse than I had previously thought it was. There were people from about 30 school districts at my presentation and people from only two of these districts were aware of any child ever having been classified as learning disabled in written expression in their districts. To me, this says that we are woefully behind the times in recognizing these children and probably in treating them as well ... thus demonstrating the appropriateness of the term which I use to describe this handicapping condition, "the silent stutter." These children truly do "suffer in silence" - albeit a rebellious silence at times - until they are identified (frequently as emotionally disturbed children) and placed in "remedial" programs such as the one described by Karen Ungerer where they are made, in effect, to "walk on broken limbs." They are exercised in a task which they are not good at - a task for which there is no evidence that practice will produce any improvements in functioning - a process which is calculated only to make school more and more aversive.

The basic flaw in Karen Ungerer's approach is this: children who are identified as having handicaps in written expression have some physical problem which impedes their ability to PREWRITE, CLUSTER, CUBE, DRAFT, REVISE, EDIT, and/or REWRITE. What educational sense does it make then to attempt to use these same procedures to remediate the very deficiencies for which they are classified in the first place?

For me, the most difficult aspect of Karen Ungerer's article to digest was her recommendation that the Resource Room be modified to make it "a more home-like environment." This reminded me of the old line about "rearranging the deck chairs on the Titanic." But the important point here is that if education is truly a profession, we should certainly be able to do more for our disabled kids than rearrange tables and chairs! We must realize that handicaps are physical limitations (visual, auditory and/or fine motor). They are operative at home and in "home-like" environments as well as in school. They are always with the child and always will be ... as attested to by the vast number of adults who have terrible handwriting and who cannot improve it despite the constant embarrassment that it causes them.

I would suggest that if the Karen Ungerers of N.Y. State really wish to modify their Resource Rooms appropriately for learning disabled children in written expression that they decorate them with tape recorders, dictaphones, and word processors - all of which enable the children to bypass their physical limitations in the process of communicating their ideas.

I would be grateful if all or part of this response could be printed in a future edition of PERCEPTIONS.

Sincerely Yours,

Jack Gallagher
Elementary Counselor
Port Jefferson School
Long Island, NY

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FROM THE STACKS

by
Joseph Trippi, Ph.D.

The Regular Education Initiative (REI): Issues/Implications

One of the basic assumptions underlying special education is that children with handicapping conditions learn best when taught by teachers who have been specifically trained in special education. This long-standing notion is widely held by both regular and special educators. In addition to a number of other serious implications, the Regular Education Initiative (REI) seriously challenges this position. The REI indicates that special education should be viewed in a variety of alternative ways. It calls for a re-evaluation and restructuring of our present organizational policies which separate regular (general) and special education.

The authors of this monograph, Davis and McCaul, discuss the above and many of the other major issues which appear to be impacted by the REI movement. In order to place it into perspective, they have summarized the arguments both for and against the movement discussing those which they perceive to be most relevant. They indicate that the implications of the REI transcend special education and markedly affect all of education. Personnel preparation, educational policies and practices, school organization, finance/cost effectiveness, equity issues, and future directions are among the topics discussed.

The authors make some specific recommendations in regard to the above which bear our serious consideration. Among these are calls for school reorganization in which building principals assume both authority and responsibility for special education, the transfer of primary "ownership" of students classified as handicapped to regular educators and far greater collaboration between special and regular educators. There is little question that we all will face issues raised by the REI. This monograph is worth reading.

Reference:

Davis, W.E. and McCaul, E.J. (1988). *New Perspectives on Education: A Review of the Issues and Implications of the Regular Education Initiative*. Orono: University of Maine, Institute for Research and Policy Analysis on the Education of Students with Learning and Adjustment Problems.

"Circle of Friends"

The "Circle of Friends" model for integrating handicapped children proposes the philosophy that "... all children benefit from an educational environment that by its diversity demonstrates the value of each individual." Basic to this model is the notion that teachers encourage non-handicapped pupils to participate in a support group fashion (circle of friends) to help support the integration of handicapped children into their classes. This approach involves empowering non-handicapped students with shared authority for planning educational decisions.

Having children help plan the day-to-day integration has led to solutions to problems which may not have been thought of by adults. Children participate in exercises which allow them to think about their own relationships and about how they may help each other in adapting to new situations. This is a more

spontaneous way to respond to many of the challenges arising from integrating children with handicapping conditions into school programs. It often appears to lead to better solutions than traditional approaches.

References:

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Forest, M. and Flynn, G. (1989). Building a system where each belongs. *Osers News in Print*, 2(2), pp. 2-4, 16.

A Cure For Autism?

As reported in *Behavior Today*, Ivar Lovaas has been highly successful using an uncomplicated behavioral approach to treat autistic children. Although the procedures are labor-intensive, he feels that this cost is worth it as some children have been reported to have been restored to normal functioning.

A video produced by Focus International Inc. titled, "The Behavioral Treatment of Autistic Children," graphically illustrates the approach and its success. The program is not completely effective with all autistic children, however. Half of those treated did not attain normal functioning, although some gains may have been made.

At present, IQ scores appear to be the best predictor of those with the best prognosis. Other variables, such as "rate of early learning," are being looked at.

Lovaas' work is somewhat controversial, but he remains confident that behavioral modification procedures are the treatment of choice for autistic children. For more information, contact: I.O. Lovaas, Clinic for the Behavioral Treatment of Children, UCLA, 760 Westwood Plaza, Los Angeles, CA 90024 (213) 825-2319.

Reference:

Staff. (1989, April 10). A cure for autism? *Behavior Today*, pp. 1-3.

Update on the Consequences of Teenage Drug Abuse

Given the statistic that more than 6 million youth between the ages of 17-21 have tried illicit drugs at some time, it is clear that there is a vast drug problem in the United States. It is equally clear that addiction victimizes youth.

According to the author, Charles R. Schuster, youthful users are vulnerable to far-reaching "... physical, psycho-social, and developmental consequences." They are more prone to life-threatening accidents, more impulsive, and more likely to engage in risk-taking and illegal behavior. He also reports that youthful drug users experience more problems in acquiring the socialization skills needed to handle interpersonal and family relationships.

Along with discussing the general debilitating effects associated with drug use, specific information on the consequences of using marijuana, cocaine, heroin, and other illicit

drugs is presented. Also given is a profile of those teenagers who are at risk for substance abuse along with behavioral indicators of drug use. These can help parents and teachers identify early stages of substance abuse. One should watch for mood or attitudinal changes, deteriorating relationships with others, increasing need for money, and association with drug-using friends. This is vital information. For more information, contact: National Clearinghouse for Alcohol and Drug Information, PO Box 2345, Rockville, MD 20850 (301) 468-2600, or call the Information and Referral Hotline: 1-800-843-4971.

Reference:

Schuster, C.R. (1980). Consequences of teenage drug use: an update. *The Challenge*, 3, 3-5.

CONRAD HECHT MEMORIAL FUND

Conrad Hecht was the President of ANYSEED in 1968-69. Following his untimely death, a memorial fund was established to honor a special education student or agency. As a member of ANYSEED, you have the opportunity to nominate your choice for the recipient of this grant, which will be presented annually at the ANYSEED Conference.

The vehicle for nominations is a form sent to each member upon joining ANYSEED. The following is a sample of the format, which may be modified by the Executive Board:

Name of Nominee: (Student, School, Agency)
Home Address:
Telephone Number:
School Address:
Telephone Number:
Submitted By: (Name of ANYSEED Member)
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:

ANYSEED Member for the 1989-90 year? ☐ Yes ☐ No

Biographical Sketch: (Student)
Historical Background: (School or Agency)
Program Goals: (Student/School/Agency)
Achievements: (Student/School/Agency)

Attach two (2) letters from teachers or professional affiliates to illustrate merit and/or program commitment.

Return to:
Sue Schleef
7541 Chestnut Ridge Road
Lockport, NY 14094

STEVEN J. APTER AWARD

The Steven J. Apter Award will be presented annually at the ANYSEED Conference. Members of the organization are invited to submit nominations of deserving individuals. Each candidate will be carefully screened and a finalist will be determined by the ANYSEED Executive Board. The format is as follows:

Name of Nominee:
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:
Submitted By: (Name of ANYSEED Member)
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:

ANYSEED Member for the 1989-90 year? ☐ Yes ☐ No

Biographical Sketch: (Include personal data and educational background.)

Professional Development: (Participation in professional organizations and service on committees, workshops and conferences in the area of special education.)

Educational/Civic Service: (Membership in philanthropic organizations as well as personal efforts in improving education and social conditions of handicapped youth.)

Attach a total of two (2) letters from professional associates and supervisors illustrating the following: research/scholarship, leadership, professional achievement, commitment to handicapped youth. In addition, submit three (3) references that may be contacted for additional information.

Return to:
Sue Schleef
7541 Chestnut Ridge Road
Lockport, NY 14094

The ANYSEED Executive Board in 1986 established two awards which have been presented at our annual conference. The Steven J. Apter Award is presented to an outstanding individual in the field of special education and the Conrad Hecht Memorial Mini-Grant, given to honor a special education student or agency.

In 1988, the Executive Board, to recognize two devoted and longtime members of ANYSEED, established the Ted Kurtz Teacher Achievement Award, which will be presented to a deserving teacher and the Everett Kelley Award, in recognition of the spirit of paraprofessionals or volunteerism.

Any current paid member of ANYSEED may nominate individuals for these awards. Each candidate will be screened carefully and the recipients will be announced at the annual conference.

Any questions or concerns can be addressed to:
Sue Schleef - Awards Chairperson
7541 Chestnut Ridge Road
Lockport, NY 14094

EVERETT KELLEY VOLUNTEERISM AWARD

The Everett Kelley Award was established in recognition of the spirit of paraprofessionals or volunteerism. Ed has dedicated a lifetime to ANYSEED, bringing PERCEPTIONS to its status today: a nationally recognized journal. In honoring our paraprofessionals or volunteers with the Everett Kelley Award, we are saying thank you to a man who always gave of himself.

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Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:
Submitted By: (Name of ANYSEED Member)
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:

ANYSEED Member for the 1989-90 year? ☐ Yes ☐ No

Biographical Sketch: *(Include personal data and educational background.)*

Professional Development: *(Participation in professional organizations and service on committees, workshops and conferences in the area of special education.)*

Educational/Civic Service: *(Membership in philanthropic organizations as well as personal efforts in improving education and social conditions of handicapped youth.)*

Attach a total of two (2) letters from professional associates and supervisors illustrating the following: research/scholarship, leadership, professional achievement, commitment to handicapped youth.

Return to:
Sue Schleef
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TED KURTZ TEACHER ACHIEVEMENT AWARD

The Ted Kurtz Teacher Achievement Award will be presented annually at our yearly conference to a deserving teacher. In establishing this award, we will be honoring a person who has been a strong, steady influence to not only the people of ANYSEED but the students and teachers of New York State. The format is as follows:

Name of Nominee:
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Telephone Number:
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Submitted By: (Name of ANYSEED Member)
Home Address:
Telephone Number:
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ANYSEED Member for the 1989-90 year? ☐ Yes ☐ No

Biographical Sketch: *(Include personal data and educational background.)*

Professional Development: *(Participation in professional organizations and service on committees, workshops and conferences in the area of special education.)*

Educational/Civic Service: *(Membership in philanthropic organizations as well as personal efforts in improving education and social conditions of handicapped youth.)*

Attach a total of two (2) letters from professional associates and supervisors illustrating the following: research/scholarship, leadership, professional achievement, commitment to handicapped youth.

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The ANYSEED Executive Board at their meeting on November 15th, 1985 voted unanimously to discontinue distribution of free issues of PERCEPTIONS to its mailing list and/or other interested persons. Future free distribution will be made ONLY to members of ANYSEED. This policy took effect with the first issue following the 1986 Special Conference Edition. The Board established an \$8.00 per copy price for individual issue requests and a \$30.00 annual subscription rate for this quarterly publication. Institutional subscription rates were set at \$10.00 per individual issue or \$36.00 per annual subscription. Institutional multiple copy rate will be \$100.00 for ten (10) copies of each quarterly issue.

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A Journal for Practitioners

Volume 25, Number 1

Fall 1989

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Volume 25, Number 2

Winter 1990

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PRESENT,
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Excellence*

EXPANDED CONFERENCE EDITION

Perceptions

A Quarterly Publication of ANYSEED

A Journal For Practitioners

Winter 1990
Volume 25
Number 2

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Articles in PERCEPTIONS are indexed
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Statement of Purpose

PERCEPTIONS is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

PERCEPTIONS is a publication sponsored by the Association of New York State Educators of the Emotionally Disturbed.

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EDITORIAL

Twenty-five years. Twenty-five years of dedication, growth, and learning. This year's conference celebrates the 25th anniversary of ANYSEED as an organization dedicated to the education of individuals with emotional disturbances. The place for celebration is the Marriott Hotel, Carrier Circle in Syracuse, New York, for this year's conference: "Past, Present, Future: 25 Years of Excellence." Mark your calendar now - April 6, 7, 8, 1990.

At this time, PERCEPTIONS would like to recognize its past presidents. These individuals have guided the organization to its present level of excellence. We gratefully acknowledge their work and encourage them to continue involvement with and support of the organization.

The articles for this conference issue come from very special individuals. Ed Kelley, Edith Marks, and Herb Foster have long been loyal members of ANYSEED, as well as being strong advocates of PERCEPTIONS. It is with great pride that we feature articles written by these individuals in the special conference edition.

This issue of PERCEPTIONS also contains the conference agenda. An exciting weekend of learning is in store for all participants. Congratulations to Russ Dalia, Conference Chairperson, and Dolores Calandra, President. See you in Syracuse!

Robert J. Michael
Executive Editor

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PAST, PRESENT, FUTURE

by

Everett F. Kelley

Everett Kelley, education director at the Convalescent Hospital, Rochester, NY, has been past president of ANYSEED and past editor of PERCEPTIONS. He is presently the historian of ANYSEED and acts as a consulting editor of PERCEPTIONS.

As ANYSEED approaches its silver anniversary conference, we must pause to reflect on the rich history of this vibrant organization. For many, this article will trigger strong remembrances. For others, it will serve as an introduction to our past and goals for the future.

As an original member of this organization, I have seen from a distance and experienced first-hand ANYSEED's overriding commitment to emotionally disturbed children.

Founded as an inservicing vehicle for practicing and training professional, ANYSEED's mission has remained constant. The common thread of quality permeates training efforts from the first conference through the present. Early conferences were chronicled within THE CONFERENCE PROCEEDINGS and now are selectively reprinted within the organization's journal, PERCEPTIONS. Selected reprints of these presentations remain available if specifically requested and arranged for.

The Annual State Conference has always been the showpiece of ANYSEED's training efforts. As the leadership has changed, we have experimented with and refined other vehicles for the delivery of this training. More concerning these varying methods will be discussed below.

In order to understand ANYSEED's mission, I have chosen to divide this presentation into three distinct parts. These are as follows:

THE PAST

1964: THE BEATLES EMERGE; THE GREAT SOCIETY TAKES SHAPE; THE SPANO-McCLOSKEY ACT PASSES, AND ANYSEED IS BORN

The Spano-McCloskey Act, a piece of legislation of major significance to persons within the field of emotionally disturbed children, became law within New York State in 1964. Attention was focused (really for the first time) on emotionally disturbed children in the public schools. To comply with the law, classes and/or programs were developed across the state for purposes of better meeting the educational needs of emotionally disturbed children. Prior to this law, the public schools dealt primarily with mentally retarded classes, and those children with emotional problems were either excluded from schools or dealt with through private psychiatric facilities at expense to the parent or social service community. The Federal Education of all Handicapped Children legislation (94-142) was yet a dozen years in the future. School districts and educators alike were faced for the first time with coping. Most had limited resources and very few experts to turn to in those days. Guidelines were needed;

many questions remained unanswered. It was in this environment that ANYSEED was born.

Dr. Raphael F. Simches (Ray) is generally acknowledged as the "Father of ANYSEED." As the Chief of New York State Education Department's Bureau for Physically Handicapped Children, Ray stimulated the process put into motion by Mr. Harry Krohn and others at the Hawthorne Cedar Knolls School in Hawthorne, New York.

Harry Krohn, along with Dr. Lloyd Marcus, did much of the early organizational work in establishing ANYSEED. The preface of the first ANYSEED CONFERENCE PROCEEDINGS outlines the process in a fashion which bears repeating here:

"Neither the quality of insights offered nor the magnitude of attendance (800) at ANYSEED's First Annual Conference in May of 1966 could have been fully anticipated by the intrepid little band of special education teachers, supervisors, and administrators who gathered the previous autumn to found the Association of New York State Educators of the Emotionally Disturbed. Encouraged by the positive response to Harry Krohn's statewide inquiry of June 1965 as to the need for a shirtsleeve organization for interchange and action in this dynamic field, the seven-man "Temporary Executive Committee" at its initial meeting not only established the association, named it, and outlined its purposes and future activities but also projected plans for this First Annual ANYSEED Conference. Central to all the preparations for it ... was the theme: "The Role of the Classroom Teacher in the Rehabilitation of Emotionally Disturbed Children and Youth."

I have reviewed the issues outlined within that first PROCEEDINGS published twenty-five years ago. What is striking is that they could represent workshop topics today. The keynote addresses by Dr. Fritz Redl, Dr. William Morse, Dr. Ray Simches, and U.S. Senator Jacob K. Javits covered topics which still encompass "part and parcel" the task of working with emotionally disturbed children and their families.

After the huge success of that first conference, it was decided that the Annual Conference would represent the major thrust of training efforts since it also permitted, in addition to the workshop format, the gathering of individuals with similar experiences and problems. It was apparent from the first conference that the sharing experience would, perhaps, represent the best training available. This simple truism continues to bear as much fruit a quarter century later. Teacher-to-teacher talk is our conference's most potent training tool.

Subsequent ANYSEED Annual Conferences were held in a variety of locations across New York State in the early years (Columbia University, Berkshire Farms, Corning). After about the first six years, it became necessary to move to the Catskill resorts in order to accommodate attendees and to address

important creature-comfort needs as the organization moved to a three-day format. Again in 1979, a shift occurred as the changing membership of ANYSEED demanded more accessible sites and single-day admission opportunities. While The Laurels Hotel, Grossinger's, and the Stevensville Country Club represented fine conference accommodations, at the same time they limited the training potential possible through rotation of conference sites.

Parallel to the growth of the state ANYSEED organization was the growth of regional chapters. At first, this advent represented a traumatic experience for the Executive Board to deal with. Should they be permitted at all? What would their focus be? What would govern their actions as they represented the mission of the larger state organization? These issues were dealt with, and the first chapter was established in New York City (1970). This chapter was closely followed by the formation of the Western New York Chapter (1974) and later by the Rochester Chapter (1978). Nine regional chapters now exist with the Southern-Tier, Albany, Syracuse, Long Island, Mid-Hudson, and Utica Chapters joining the above. Two additional state organizations are affiliated with ANYSEED. These are the Massachusetts Educators of Disturbed Children and the Vermont Educators of Disturbed Children.

A conscious attempt has been made to move the conference annually around the state to better serve the grass roots chapters of ANYSEED by making it possible for the local areas to host this major event.

THE PRESENT

Today, ANYSEED is an organization experiencing continued growth. In the past year, our regional chapters have sponsored mini-conferences featuring regional and national superstars. At times, regional mini-conferences have been held across the state by different chapters of ANYSEED. These conferences have attracted as many as five hundred persons in the Long Island area and four hundred plus in the Rochester area. This indicates to the Executive Board that the need which gave birth to ANYSEED is still present.

Further, the Executive Board of ANYSEED is encouraged that other fledgling groups in neighboring states are turning to us for guidance and direction in organizing their own support groups. ANYSEED has been, and will continue to be, receptive to this process, since we have the history and experience to be of assistance. In a recent letter, Dr. William Morse (distinguished Professor Emeritus, University of Michigan, and author extraordinaire) indicated that he is continually amazed and overwhelmed at the vitality and strength of ANYSEED. Further, he commented that the organization is unique within the United States in terms of the journal PERCEPTIONS and the size as well as scope of the Annual Conferences. It was his feeling that ANYSEED conferences rival and even surpass national organization conferences in terms of presentation quality and attention to the comfort of attendees.

Over the past twenty-five years, the vitality of ANYSEED has developed through the strong individual commitments to training evidenced by its members and leaders.

Leadership has included administrators and classroom teachers alike over the years. All have made valuable contributions during their tenure. Each has undertaken different tasks or goals which were relevant during their time in office, and these resulted in fiscal viability and quality assurance of

programming.

Major milestones through the years have included: the development, and later revision, of a Constitution; attainment of our Absolute Charter from New York State Board of Regents; granting of tax-exempt status by both State and Federal governments; attainment of non-profit mailing status; development of college course credits in conjunction with the Annual Conference; the development of PERCEPTIONS (more about this below); regionalizing of State Annual Conferences; and lastly ... the honoring of individuals statewide for their strong commitments to emotionally disturbed children through the areas of volunteerism, leadership, and classroom teaching.

With the development of the journal PERCEPTIONS during the past five years, ANYSEED has introduced to educators, administrators, and other mental health workers an invaluable tool they can utilize daily. A brief historical sketch of the efforts in developing this vehicle appears below.

The ANYSEED Newsletter, first printed in the late 60's served as the forerunner to the current indexed journal, PERCEPTIONS. This newsletter focused mainly on the events planned for the Annual Conference and outlined other important events of our infancy. Several persons were responsible for the production and distribution of that information vehicle during the early years. More recently, John Henly and Al Sabin (both Past Presidents of ANYSEED) contributed considerable time and effort in the resurrection of the Newsletter after it had stopped circulation in the late 70's. Their first issue was released in the fall of 1981. Andrew Perry followed as editor, continuing in this role until the summer of 1984.

The name PERCEPTIONS was developed in 1983 as the Executive Board committed to upgrading the Newsletter into a meaningful communication vehicle for membership. Juliana Gillespie (Past President) is credited with selecting the name adopted by the Executive Board.

The increasing sophistication of ANYSEED, and the experience of time, led to the development of an indexed journal between 1984-1987. This process was guided by Everett Kelley, with the invaluable assistance of Dr. Herbert Foster and Dr. Robert Michael. Achieving indexing status is of major significance. The increased credibility accorded PERCEPTIONS as a result of indexing serves as an enticement for those who must write to submit articles for publication. University scholars and authors seldom waste their efforts with non-indexed journals since they wouldn't earn university credit for the effort toward tenure. Indexing is also of major importance in securing library subscriptions and in providing a meaningful method of retrieval for articles published. PERCEPTIONS is indexed within ERIC's Resources In Education.

All officers of ANYSEED are volunteers. Historically, all past officers have also been volunteers. In a major way, this has been the secret of success. Only dedicated, committed individuals could spend the countless hours in the day-to-day membership activities, conference planning, and other functions of the organization. The Executive Committee has representatives from all of New York State and represents both the private and public sectors. Executive Board meetings are open to all members and are scheduled regionally. Information concerning schedules may be obtained through contacting any officer.

THE FUTURE

The above paragraphs attempt to outline for the reader a brief historical sketch of the ANYSEED organization. To "crystal ball" the future is far more challenging than to simply recount the past.

In the years ahead, the association foresees continued refinement and an even more active role in fulfilling our educational mission. Enhancing the quality of instructional programming for emotionally disturbed youngsters through quality inservicing/teaching of professionals and other mental health persons is as important now as it was to those who gathered a quarter century ago for our first Conference. Highlighting and otherwise defining for members the critical issues involved in the education of disturbed children will occupy our efforts daily.

PERCEPTIONS will play an ever-increasing role in the process of issue definition and direction. Now under the able leadership of Dr. Robert Michael, PERCEPTIONS is being transformed into a practitioners' journal. In this regard, articles selected for publication will focus on their utility within the classroom and to the mental health clinician. This particular hallmark evolved in response to the comments of members. Specifically, the editorial staff of PERCEPTIONS has been continually encouraged by readers to maintain human interest articles which focus on practical methodologies and not too heavily on research. Since many other journals publish that particular fare, ANYSEED has chosen to address an area where nothing else exists on the national scene. PERCEPTIONS is unique and, as such, a valuable service to its members and subscribers.

Within the coming years, ANYSEED has set as its goal the development of other regional chapters within New York State and the further development of existing chapters. Small regional chapters (10 or more members) are encouraged, inasmuch as these organizations supply valuable support-group services and in other ways enhance the skills of those dealing with disturbed children. Many large areas of New York State are currently unrepresented by chapters close enough to be of real assistance. The largest single untapped area remains New York City. This chapter has declined for want of an enthusiastic leader. If you are interested in starting a chapter or connecting to an existing chapter, please request information through the President's office (address available within this issue).

All private settings and schools where the education of disturbed children takes place have been identified as targets for inclusion into the ANYSEED network during the coming years. Most of these programs know of us, but are unaware of our growth in the past few years.

A further goal is increased involvement with the teacher preparation and training institutions. We will attempt to attract more undergraduate and graduate members to exchange information and ideas with practicing professionals. A major step toward this exchange was established through the offering of college graduate coursework credit during Annual Conferences. Information concerning this coursework is available within this issue of PERCEPTIONS or by contacting the editor directly.

Legislation and attention to the New York State regulatory process in relation to special education will continue as a high priority of the organization. In this role, ANYSEED will play both an advocacy role and an information-dissemination role. Advocacy will consist of support for proposed legislation which

will benefit youngsters who experience emotional barriers to growth and learning, as well as liaison with the State Education Department to influence the formation of regulations which so dramatically influence the lives of children in schools.

CLOSING THOUGHTS

To ensure the continued growth and vitality of ANYSEED, several efforts are underway. **YOU** are an important part of this effort. This article has presented the history and mission of ANYSEED. Specifically, we are about helping you! The organization sponsors a wealth of activities throughout the state annually. Additionally, ANYSEED sponsors one of the finest conferences held within the United States.

It is difficult to imagine, but the simple fact is that ANYSEED is a unique organization within the United States. While a handful of similar organizations exist country-wide, NONE has developed the vitality of ANYSEED. NONE have annual conferences with keynote speakers and 30-40 workshops. NONE have a quarterly indexed journal. NONE have leadership made up totally of volunteers. And NONE have been around 25 years!

In order to continue to provide the type of services to which members have become accustomed, we must reach more teachers and others serving the emotionally disturbed population. In this regard, we extend to you an invitation to submit names of other teachers, paraprofessionals, clinical staff, counselors, and other mental health workers who you feel might profit from an association with ANYSEED. We will place those persons on our mailing lists for selected information. In addition, we will send each new person a complimentary issue of PERCEPTIONS as an introduction to ANYSEED.

Membership benefits include quarterly issues of PERCEPTIONS, periodic special interest mailings, reduced rates at Annual and Regional Chapter Conferences, legislative advocacy vis-a-vis state standards and regulations governing our area of exceptionality, and much more. An organization membership form is available within the journal ... **JOIN**.

An attempt is being made to revamp our mailing lists to be as accurate as possible. In this process, help is needed to assure that duplication is eliminated and that the entire membership and subscriber listing receive this publication. If you know of an inaccuracy of any type, please contact the membership office so that an adjustment can be made.

READ ANY GOOD BOOKS LATELY?

The editors of PERCEPTIONS want to know what you've been reading concerning exceptional children, student behavior, classroom management, and other interesting issues in special education. Give us your recommendations and we'll publish the master list in future issues of PERCEPTIONS.

RESPONSIBILITY TRAINING

by

Edith Marks

Edith Marks was president of ANYSEED from 1976-77. She is presently retired, devoting her time to writing.

The common-sense approach to dealing with the adolescent is what attracted Bob Meyers, Principal at Fox Chapel High School in Fox Hills, Pennsylvania. Giving youngsters the opportunity to choose responsible behavior eliminated many confrontational issues that had once bedeviled the school.

At Roscamare Rd. School in Los Angeles, the benign atmosphere prompted students to participate in beautification projects.

Students on the Chalkville campus, a correctional facility in Birmingham, Alabama, transformed their behavior from beating up on the furniture and school to involving themselves in the serious business of learning. Brenda Stacey, Treatment Coordinator at Chalkville, noted that students found fewer reasons to use destructive behavior. The happy result of less mischief and diminished vandalism released more funds for educational purposes.

Teachers, too, experience rejuvenation. Mary Pautler of the Ingels School in Kansas City discovered that good feelings teachers had about themselves transferred directly to the students. And, in New York City, where teacher morale in some of the special education schools serving emotionally disturbed children suffered acutely from the stress of managing this population, the tide is turning.

Teachers at the Walter Reed School in Queens point with pride to last year's achievement that about fourteen percent of their students, diagnosed as severely disturbed, reached the top Level Four of the program. Now at mid-term, Charlotte Bloomberg, Principal, is again confident that an equal number of students will make the grade again this year, despite both a heavy turnover of staff and students.

The faculties at P.S. 4 in Queens and P.S. 370 in Brooklyn (a regular education school just into the program less than a year) express satisfaction with the changes in attitude of students and teachers alike. At P.S. 201 in Manhattan, teachers are in the throes of formulating their unique conception of the program.

The program we are discussing that inspires confidence and generates change in students and teachers equally is based on Dr. William Glasser's reality therapy and control theory. Glasser, a board-certified psychiatrist, sought to make schools that were "user-friendly" to students, a term that takes on special meaning when one considers the broad spectrum of students served - from kindergarten through high school, and from special education to regular education.

The program's uniqueness and adaptability are further demonstrated by the diversity of names teachers attach to it. In Los Angeles, the Roscamare Rd. School calls it "Responsibility Training," as does the Chalkville campus in Birmingham, Alabama. "Project Success" identifies the program in the Ingels School, and ASTRA (Achieving Success Through Responsible Action) in Fox Chapel High School. The teachers at the Walter

Reed School and P.S. 370, much taken with the distinctive feature of choice, have named it "Power of Choice", and at P.S. 4, it is called "Project New Life." Other descriptive appellations include "Project Life", LEASTAR, FIST Program, and "More Power To You."

At the Walter Reed School, as with the dozen or more schools that have adopted this program, students are given the opportunity to reach Level Four through a series of Growth Steps. *Last year, Letitia was among those students who reached Level Four. This year, she, together with her classmates, must start again at the beginning. Following her third visit to Time Out Three, she slouches in her chair, wearing the expression on her broad pleasant face that teenagers assume when they know they will eventually have to confess to their role in a classroom disruption. She deftly parries the purpose of writing a plan posed to her by Charlotte Bloomberg, her Principal, with the remark, "My pencil just moves and some words come out." Six weeks, however, into the school year and Letitia shows little sign of repeating last year's performance. But then, school has been underway for only a relatively short time.*

What sets this program apart from other management systems, such as behavior modification, is Glasser's departure from the stimulus-response theory. Disagreeing with the concept of environment shaping behavior, Glasser believes that all human behavior is generated from within the individual. Fundamentally, Glasser argues, the individual is in control of his or her own behavior; he or she is rooted in the struggle to survive. From birth onward, driven by our needs, we seek at least a modicum of love, power, fun, and freedom. But it is the absence of power, Glasser feels, that is the lever for students in a school setting. Lacking a feeling of power, a sense of importance, a knowledge of one's capacity to achieve, the student may become discouraged and unwilling to work or abide by the school rules. But when students know their efforts are being recognized, they approach their studies with greater vigor and become more responsible individuals.

The need for restructuring and rethinking approaches to dealing with school children might not have assumed the major dimension it did were it not for the civil rights movement. This broadening of the rights for all students did not lead directly to improved quality of education, especially in those inner city schools that were tarnished by racial tensions, a high drop-out rate, low test scores, unlimited drug use, and threats and acts of violence. In the process of creating social change, schools experienced a bewildering array of pressing issues, many of which resisted easy resolution. Baffled by the recalcitrant student, denounced by the press, hounded by publications such as *A Nation At Risk: The Imperative for Educational Reform* (The White House Commission Report of 1983), educators began to seek ways of recapturing the "good schools" image.

For many educators, the most beguiling theories stemmed from the disciplines of psychology and sociology. Understanding how the student's mind worked became the

crucible for a mix of theories that sought to calm his or her rage and to mold him or her into a peaceful, learning, and thinking individual. Schools became laboratories where theories could be applied, refined, redesigned, and packaged. The most durable of the assumptions, like that of Dr. Glasser, are still in use today. When, in the sixties, Glasser was tapped to apply his principles to several schools in Palo Alto, Sacramento, and Los Angeles, he found he had gathered enough important information to write *Schools Without Failure* (1969) and, following further experiences in the 70's, a second book, *Control Theory in the Classroom* (1986).

The elegance of a program that apparently works for the majority of students and is based on values such as responsibility, caring, and a sense of community, intrigued Doug Naylor, Principal of the 75th Street Elementary School in the Watts district of Los Angeles. After witnessing the transformation of his school that resulted from Dr. Glasser's establishing his program of responsibility training, Naylor opted to become one of the program's chief advocates. From his position as Director of the Educator Training Center, he now acts as a consultant to schools that wish to incorporate the program.

Individual goals are achieved through purposeful growth. Rules are not arbitrary, but are based on safety to self and others, and are, in general, rules that serve for life situations in and out of school. Time Out, commonly regarded as the punishing arm of any managing system, serves in this program as time for reflection on past errors and for the planning of more effective self-management. Naylor stresses that when students realize that their needs are regarded as legitimate, they feel the power to make better choices of behavior, both in and out of school. Nevertheless, shedding destructive behavior is for some a tall order.

Although she is now twelve weeks into the program, and has made Level I, Letitia's growth appears to be stagnated. She is in deep adolescence, and her emotions have a way of eluding her control. Charlotte Bloomberg, her Principal, confers with Naylor, who reassures her that Letitia can make it. He recalls an incident involving a student who refused to work or to write up a plan. A non-participant, the student sat in the classroom for three months until he finally decided to write a plan of action. In the remaining two months of school, he completed all of his work and moved on to the next class along with his classmates. His psychological re-entry into the system was so complete that he became one of the official school guides.

Although teachers agree in principle about the need for change in their schools, they often balk at the opening presentation and believe that the program will not work for their population. This tendency to evaluate one's own students as more troubled and difficult than others, especially in those schools serving emotionally disturbed children, is often the first stumbling block that Naylor must overcome during the program's early stages. Whenever possible, he urges that administrators provide time for inter-visitation. A visit to a program that is running well - an opportunity to discuss the program with veteran teachers - boosts enthusiasm far more than text or videotapes. While formulating their own programs, teachers from P.S. 370 in Brooklyn and P.S. 4 in Queens visited the fully-operative program at the Walter Reed School and came away from the experience charged with purpose and optimism about the future of their own projects.

Promoting tolerance, understanding, and a genuine empathy for student's needs requires that some teachers and

administrators discard their preconceived notions about authority and top-down management style, and work together for the good of the unit. Naylor and consultants from the Center carefully shepherd the faculty through the first and most important phase of the program: formulating the plans, a process that can take from two to three months. It is this procedure, however, that gives the program the suppleness to accommodate a wide variety of school settings.

At P.S. 201 in Manhattan, a school for severely emotionally disturbed students, the four teams of teachers met with Naylor for the second time in the year. They had, in a previous session, grouped themselves into the teams responsible for the development and application of the program. Each team will represent one aspect of the program: Goals, Growth, Rules, or Time Out.

The Growth Team grappled with cultivating those behaviors that will lead to a successful growth pattern during school hours and, it is hoped, carry over into other areas of the students' life. The team focused on punctuality, following directions, participating in class activities, speaking appropriately, and completing class assignments. It decided some of the behaviors were ambiguous and might be inconsistently interpreted. The team acknowledged that its members would have to come to a common understanding of the terms. A subcommittee volunteered to re-work the terms. The team then decided on the number of points to allocate for each activity and the number of points needed for a student to gain each level. Naylor interjected that behaviors were recognized, not rewarded, a difference that tilts the program in the opposite direction of behavior modification. Students who earn the required number of points can reach the topmost ring of the growth ladder, Level Four.

The Goals Team, meeting next, considered the type of behavior its members wished to encourage in students. They thought that students should be literate, responsible, trustworthy, confident, and ambitious. After debate, the team decided that these terms were vague and pompous. Naylor suggested that they might consider a pledge similar to one used by the Ingels School faculty in Kansas City:

"As an ideal Ingels student, I feel good about myself, care about others, and respect the rights and property of everyone."

The team agreed that a pledge of this sort would be more appropriate for its students. Several members volunteered to prepare a statement for the next meeting.

The Rules Team had little difficulty defining its mission. As teachers of inner city children who were also emotionally disturbed, they were well-acquainted with the development, establishment, and regulation of a rule system. What Naylor emphasized here was that rules should be recognized as part of a life system. Dr. Glasser, in making this distinction, cited traffic rules to illustrate how we make choices in the service of safety, electing to obey such rules. Rules, Naylor continued, should vary in concept, but not in tone and, with the exception of place rules covering gym, cafeteria, shop, and other specified areas, should be consistent throughout the school. In this way, when a student broke a rule and found there was no forgiveness, even at the outset of the program, he or she could not plead ignorance of the rule. With the exception of a small percentage of students who need a more restrictive alternative program, this adherence to the rules system serves students well. They do not lose points

when they break rules, but come to see that a disregard of rules results in a referral to Time Out, the corrective arm of the program.

Time Out, traditionally a place where the acting-out student is sent to calm down, is transformed in this program to a carefully-constructed formula. Time Out One and Two are held in the classroom. Time Out Three is held in a separate room devoid of all furnishings except essential seating. Time Out Four, which serves for in-school suspension and is primarily used in special education schools, isolates the student completely from his or her classmates. In all cases, referral to Time Out isolates the student to write a plan for a change in behavior. With the exception of Time Out Four, all classwork and classroom participation is suspended until the student produces the plan. The effort may take minutes, days, or even months, as in the case of the boy who held out for three months. Some schools, such as P.S. 150 in Brooklyn, have little need for Time Out Three, while other schools serving emotionally disturbed children must incorporate both Time Out Three and Four into their programs.

Once frequent, Letitia's trips to Time Out Three are sporadic now. In just two more days, she hopes she will have accumulated enough points to move on to Level Two. Rather sheepishly, she points to her stack of behavioral plans, "My pencil wrote a lot."

When problems develop, they usually involve the area of teacher motivation. First, to achieve continuity, the program must be viewed as an organic, dynamic process. From the time-consuming start-up and training (teachers should have at least three to five days of training and then a fair amount of time set aside to develop the program), to persuading and training recently-hired teachers who have not had the "before" experience at the school, the faculty needs to be firmly committed to the program. Second, the transient nature of the student population requires constant student orientation. With the exception of school systems such as Roscamare Rd. School and the Ingels School, where the program begins at kindergarten level, small schools may find themselves at the beginning of the school year faced with a high percentage of new students, especially schools serving special education students, where the primary purpose is to mainstream the students. Paradoxically, some students view mainstreaming as too stressful and shrink from the prospect. Both Bob Ryan, Principal of P.S. 370 in Brooklyn and Brenda Stacey at Chalkville campus have had to cajole students into stepping out again into the mainstream. Third, and perhaps the most telling indication of a program's success, is the continued growth and revitalization of the faculty.

Indeed, the degree and kind of staff development can prove to be either the strength or downfall of the program. When it is engendered from the ranks of teachers, it becomes an exceptionally powerful training vehicle. If it is not incorporated into the administrative policy of the school, the program can founder. Without stimulation, programs have a tendency to become diffuse and fragmented. To offset this possibility, Naylor envisions a network of schools sharing knowledge and experience, holding conferences, seminars, and workshops. Principals of schools that have embraced the program for a number of years agree that staff development on this scale would enhance and enrich the programs in their schools. Once the management issues are under control, faculties will seek new ideas for curriculum projects and adaptation of materials.

At present, faculties where the program is in full operation express satisfaction with the results. The bottom-up nature of the

program satisfies teachers' requirements for greater input into the programming and administration of the school. By managing their students more effectively, teachers find that they have more time and energy for creative lesson-planning and for developing materials to more effectively meet the diverse needs of their students. They find it easier to incorporate Dr. Glasser's approach to learning in teams, a concept similar to cooperative learning. At Walter Reed School, teachers have produced a curriculum document and, whenever possible, classes are divided into learning teams.

Letitia, now that she has reached Level Three and is well on her way to Level Four, can tolerate Marie, the classmate whose actions in the past sent Letitia to her Time Out conferences.

"When the program works," Naylor says with a twinkle, "even old-timers become its most ardent supporters."

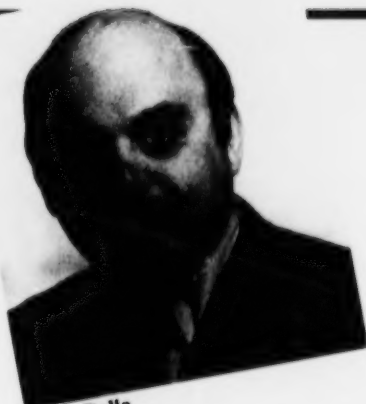
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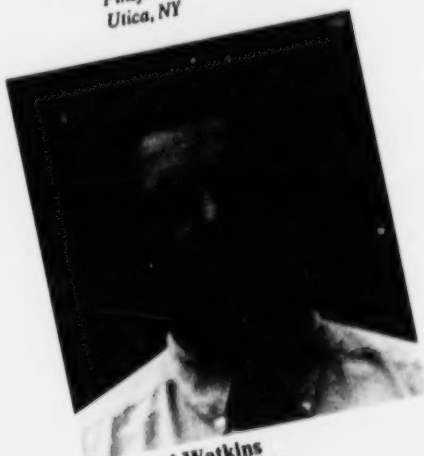
CALL FOR IDEAS

The editors of PERCEPTIONS are seeking information regarding classroom designs, physical arrangements, and school/agency plans that promote student/classroom management. Authors may submit narrative articles, sketches, diagrams, photographs, etc. that convey the arrangement concept or approach.

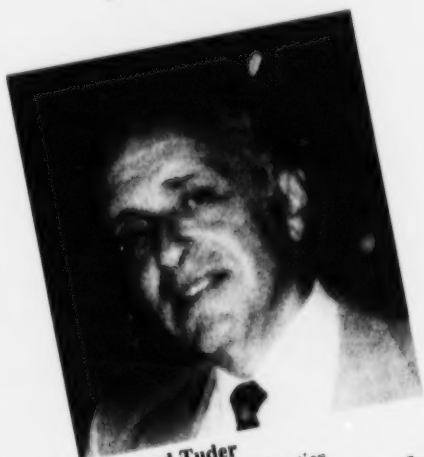
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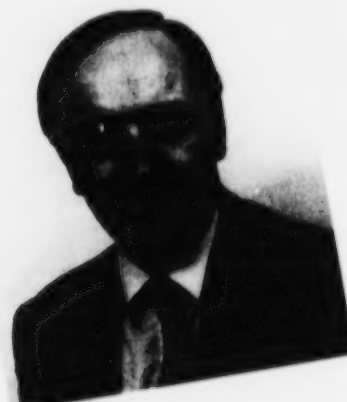
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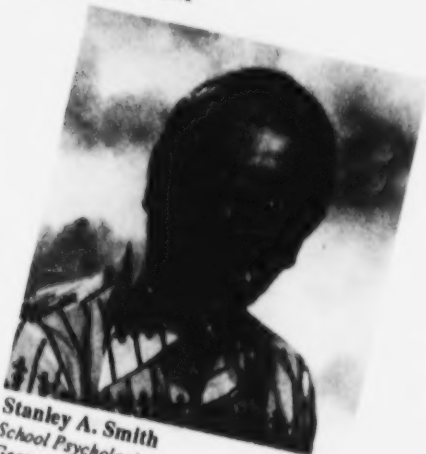
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Massapeque, NY

Service provision to children with emotional disturbances includes many people working together in many different roles. Classroom workers; transportation providers; cafeteria, custodial, and office personnel; administrators; psychological and social service staff; and families are but some of those involved in programs for children with emotional disturbances. In each issue, PERCEPTIONS will feature a piece by a person from one of these roles, in a continued effort to present a comprehensive view of the education of individuals with emotional disturbances.

THE AMERICAN FAMILY: MYTHS AND REALITIES

by

Connie Flood and Ralph Flood

Connie Flood is a resource room teacher, Goshen Central Schools. Ralph Flood is a consultant teacher, Wallkill Central School District. He also serves as the assistant editor of PERCEPTIONS.

The evening shadows fall gently on the cozy house. Within, the smells of the evening meal beckon the family. Mom puts the final touches on the chocolate cake she baked this morning. Sally sets the dining room table, while Bobby fills the dog's dish. Then the children settle at the kitchen table, where Mom oversees the evening study hour.

Spot's "woof" alerts everyone to Dad's arrival home from work. Bobby runs to open the door. Spot tears out and dashes madly about the back yard, waiting for Dad to come through the back gate in the white picket fence. "Welcome home." The family members eagerly catch up on the day's events as they settle in to eat the roast that Mom has prepared. The quiet of the night wraps itself around the home and family.

Does this evoke memories of your childhood, or perhaps your homecoming last night, or are you wondering if the authors are caught in a time warp, a fantasy, or have watched too many reruns of the 1950's and 1960's situation comedies?

Was it ever really this way? Our memories of our childhood are often overlaid by a cultural nostalgia which, in turn, has been reinforced by the movies and television shows that were a part of our lives.

In 1930, seventy percent of our population lived on farms or in small towns. People raised much of their own food and made much of whatever they needed. An individual relied on the skills of family and friends to supplement his or her own skills. Relatives lived close by, passing skills, values, and traditions on to the new generation. Social activities centered on family, church, and school. Adults knew one another and the children in the community. Family and neighbors felt involved in helping children to find a role in society. In fact, children could contribute directly, in ways that they could understand, to the family's well-being and survival.

Communications were limited. The local newspapers might be more concerned with local marriages and deaths than the doings of national and international figures. Radio was becoming part of the life of more and more people, breaking down the isolation; however, only the wealthy and fortunate few had access to that strange combination of pictures and sound called television. Travel was limited. For isolated farm families, a trip to town was an important event. Few people even thought

of traveling across country or to another country just to "sightsee."

Children were exposed to a united front at home, in school, at church, and in the community. There was an adult consensus on right and wrong, on what children should learn, and on how children should act at a given age. Change came slowly, with a chance for adults and children to think about the change and to adjust.

By the 1980's, only ten percent of our population is still rural. The other ninety percent lives in ever-growing cities, suburbs, and geographically rural areas that have changed drastically. The family no longer directly produces what it needs; instead, food and other necessities may come from hundreds or thousands of miles away. This gives access to a wider variety than the rural family could produce for itself.

The extended family may be separated by great distances. Approximately fifty percent of marriages end in divorce. There is a new family structure for children to cope with: the blended family - mom, dad, step-dad, step-mom, step-siblings, half-siblings, and the step-grandparents, aunts, uncles, and cousins. There is child support, visitation, and joint custody. Sometimes, children as young as five or six are sent unaccompanied by plane to a parent living in another state.

Fifty percent of the mothers with children under six are working. The majority state that they need to help provide the food, shelter, and clothing for their children; another twenty-five percent work so that their families will have some "extras."

But what is really an "extra" in a culture in which it is the norm to have a car, a radio, a TV, a VCR, and, increasingly, a computer? Parents struggle with financial decisions: not being able to have a computer, being unable to take the child on a trip, or not providing pre-school, might disadvantage the child in a learning situation or leave the child isolated.

Working parents struggle with another issue: child care. Many parents express dissatisfaction with the child care that they can afford. Many are forced to make do without, allowing younger and younger children to mind themselves or to be responsible for even younger siblings. The "three o'clock syndrome" is a real concern to many parents and their employers. Productivity declines, while anxiety and accidents increase, as parents await that phone call from the "self-sitting" child.

Children who come home alone from school are often isolated, locking themselves inside to watch TV (and perhaps to do homework) while awaiting a parent to come home.

Most children are isolated in another way. They have little contact with the real adult world and develop little understanding of the skills needed and job possibilities available. Few children today really understand how Mom or Dad make a living.

The people they do see are teachers, bus drivers, cafeteria workers, and the ever present images on TV: actors, sports figures, and rock stars. It is little wonder that the last three are so popular among children. TV movies and pop music expose children to real and fantasy situations, to values and ideas that may be in conflict with their family's beliefs. There has been much debate on the effect of violence and sex in the media on children. We can debate. What is real is that the media, especially TV, will not go away.

Neither will the world we live in: nuclear families, divorce, blended families, single parents, child care, self-care, grandparents who live far away, working mothers, financial pressures, conflicting values, computers, Nintendo, drugs, and AIDS. For the modern family, there is a lot to cope with.

For some families, there is one additional factor: a child with an intellectual, emotional, or physical disability. With this comes all of the additional pressures of trying to provide for the special, often very demanding and exhausting, needs presenting by a handicapped child.

The evening shadows fall gently on the brick building. Mom glances at her watch as she dashes in the door of the day care center. Sally looks up from the block corner and squeals, "Mommy." Mom hugs Sally, confers with the day care aide, and gathers up Sally's projects, lunch box, and coat.

Bobby unlocks the door, throws his books on the table, and reads the note on the refrigerator, "Empty dishwasher and vacuum living room." He grabs a snack, half-heartedly does the chores, and watches TV until Dad comes home. They talk about plans for the weekend, as Bobby sets the table and Dad starts the hamburgers.

Bobby hears the door slam. Sally comes running into the kitchen, waving her projects. Bobby takes the bag of groceries from Mom, as she drops the dry cleaning on the chair. "Welcome home!" The family eagerly catches up on the day's events as they settle in to eat the hamburgers and salad that Dad prepared.

The quiet of the night wraps itself about the home and the family.

Wanted

Original manuscripts concerning the historical perspectives of programs for students with emotional disturbances.

Please contact:

Dr. Herb Foster,
Consulting Editor - PERCEPTIONS
Department of Learning and Instruction
593 Baldy Hall, Buffalo, NY 14260

FROM THE CHAPTERS

ROCHESTER CHAPTER

The Rochester Chapter of ANYSEED, in conjunction with seven other community agencies, sponsored an extremely successful mini-conference on October 27th. Local Chapter President Ingrid Quinn reports that 400+ people were in attendance on that day for a full workshop presentation by Dr. Nicholas Long. Representatives from the State Executive Board (President Calandra and Past President Petersen) were in attendance. Evaluations were excellent across the board.

Congratulations to Ingrid Quinn, Polly Davies, Sue Kamb-Sheppard and the rest of the hard-working Conference Committee.

MID-HUDSON CHAPTER

On December 7, 1989, the Mid-Hudson Chapter of ANYSEED hosted a round table discussion concerning the roles and functions of the special education consultant teacher. The guest speaker for the evening was Ralph Flood, consultant teacher for the Wallkill School District.

LONG ISLAND CHAPTER

I am happy to announce that the 1989-90 calendar of workshops and conference events is finally set. I made a resolution for the New Year to become better organized.

The events, times, and dates are as follows:

Tuesday, January 23, 1990 4:00-6:00 pm
Dr. Joseph Burger will present a workshop on "Crisis Intervention."

Tuesday, March 6, 1990 4:00-6:00 pm
Dominick LoCierco will present a workshop entitled, "Stress Management."

Tuesday, May 15, 1990 8:30 am - 2:30 pm
Long Island Chapter of ANYSEED will present their annual conference entitled, "Adolescent at Risk."

All meetings and the conference will be at the BOCES 2, Sherwood Corporate Center, 15 Andrea Road, Holbrook, New York 11741. Contact: Lorrie Gordon, President, Long Island Chapter of ANYSEED, 516-472-6455.

Please send chapter news to:

Claudia Petersen, Assistant Editor
P.O. Box 247
Glenwood, NY 14069

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"THE PAST - THE PRESENT - THE FUTURE"

25TH ANNIVERSARY CONFERENCE

APRIL 6,7,8 1990

SYRACUSE MARRIOTT HOTEL

***DYNAMIC KEYNOTE PRESENTATIONS
FEATURING:***

Dr. David Gottisman
Deputy Commissioner
for Clinical Services
New York State
Office of Mental Health

Dr. Peter Knoblock
Professor of
Special Education
Syracuse University

Dr. William Morse
Professor Emeritus
University of Michigan

25TH ANNUAL ANYSEED CONFERENCE PROGRAM

An Annual Publication of Association of New York State Educators of the Emotionally Disturbed
Winter 1990

"PAST, PRESENT, FUTURE: *25 Years Of Excellence*"

GOTTESMAN, KNOBLOCK, and MORSE
Headline 25th Anyseed Conference



DR. DAVID GOTTESMAN is currently Deputy Commissioner for Clinical Support, New York State Office of Mental Health. Dr. Gottesman previously served as Medical Director of the Albany County Mental Health Clinic, psychiatric consultant to various programs in and around the Albany area, as well as on-air commentator (radio and television) about mental health issues in general and topical news stories related to children and youth. Dr. Gottesman will address "New Strategies for Treating Severely Mentally Ill Children."



DR. PETER KNOBLOCK is currently Professor of Special Education at Syracuse University. From 1962 to the present, he has served as Coordinator of Programs for Teachers of Emotionally Disturbed and Autistic Children at Syracuse University. He has either written or co-authored numerous articles/texts related to teaching emotionally disturbed children. Dr. Knoblock will address "The Regular Education Initiative."



DR. WILLIAM MORSE, who was a keynoter at the first ANYSEED Conference, is currently retired. Dr. Morse, Professor Emeritus, University of Michigan, has been the guiding force in articulating and implementing psychoeducational approaches for behaviorally disordered children and youth. Dr. Morse's textbook, *Conflict in the Classroom* (with Nicholas Long and Ruth Newman), for many years has been a popular text in the field of behavior disorders. Dr. Morse will address "The History of Special Education."

MARRIOTT HOTEL
CARRIER CIRCLE, SYRACUSE, NEW YORK



MESSAGE FROM CONFERENCE CHAIRPERSON

- CONFERENCE UPDATE -

1990 will mark the Silver Anniversary for ANYSEED. The focus of this year's conference is based on three themes: the past, the present, and the future of special education. Our keynote speakers will address the historical construct of special education - where we've been, where we are, and where we are going.

We have a potpourri of workshops to choose from to gain new ideas and insights. You will also have an opportunity to "meet the experts."

ANYSEED will provide a bulletin update at the conference site to alert you to last-minute program changes.

I am certain that you will find the 25th Annual ANYSEED Conference to be a personally and professionally rewarding experience.

R. Russell Dalia
Conference Chairperson

- ANYSEED DIRECTORY -

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CONFERENCE REGISTRATION INFORMATION

The Registration Committee will be using the same form as last year and hopes that it will again eliminate any confusion.

Please be sure to fill out your complete name and address so that we can send additional conference information to you.

If you are a student, you will need to send a copy of your student identification card or a letter from your department head in order to be eligible for the reduced registration fee.

Be sure to take advantage of the reduced fee if you are a member of ANYSEED.

All registration fees must be forwarded to Thomas Alcamo, no later than March 9, 1990, for the early registration fee discount. If you wish to stay at the Syracuse Marriott Hotel, your hotel registration form must be received by the hotel by March 20, 1990, in order to guarantee a room. Send these quickly to the Syracuse Marriott.

Meals are included in the hotel package. However, if you are not staying in the hotel, meals can be purchased from ANYSEED through the pre-registration form only. *No meals can be bought at the time of the Conference.*

When registering for your workshops, please be sure to indicate a first and second choice.

If you have any questions, please feel free to call R. Russell Dalia at (315) 733-1557 (home) or (315) 797-6800, ext. 3157 (work).

Registration Co-Chairpersons

Thomas Alcamo
(716) 834-5859
Sue Schleef
(716) 433-4025

**25TH ANNUAL ANYSEED
CONFERENCE
APRIL 6, 7, 8, 1990
Marriot Hotel
Carrier Circle, Syracuse, New York**

**"PAST, PRESENT, FUTURE:
25 Years Of Excellence"**

FRIDAY, APRIL 6, 1990

Registration,
Coffee, Exhibitors 8:00- 9:30
General Session -
Dr. Peter Knoblock 9:30-10:30
Session A 10:45-12:15
LUNCH 12:30- 1:30
Keynote Address -
Dr. David Gottesman 1:30- 2:30
Session B 2:45- 4:15
Cocktails 6:30- 7:00
Dinner, Awards,
Entertainment 7:00- 8:30
Pool Party, DJ 8:30- ?

SATURDAY, APRIL 7, 1990

Registration 8:00- 9:00
Session C 9:00-10:30
Coffee, Exhibitors 10:30-11:00
Session D 11:00-12:30
LUNCH 12:30- 1:30
Keynote Address -
Dr. William Morse 1:30- 2:30
Session E 2:45- 4:15
Cocktails, Entertainment 6:30- 7:30
Dinner, Awards 7:30- 9:00
President's Reception
Pool Party, DJ 9:00-12:00

SUNDAY, APRIL 8, 1990

Annual Business Meeting 8:00- 9:00
Meet The Experts 9:30-10:30
Brunch and Farewell 11:30- 1:00

***Registration Forms On Pages 15 & 17 Of
This Conference Program Insert***

SESSION A
FRIDAY, April 6th
10:45 A.M.-12:15 P.M.

**A-1. ODYSSEY OF THE MIND: BEYOND THE 3 R's,
DEVELOPING THE 5 C's**

Can learning be fun? Should it be? Can special education for emotionally disturbed children borrow concepts and experiential activities from a program developed for "gifted" children? Can self-esteem be enhanced through goal-oriented group activities? (Yes! Yes! Yes! Yes!)

Odyssey of the Mind is an annual creative problem-solving competition among students in kindergarten through high school. First developed in 1978 by Dr. Samuel Micklus, professor at Glassboro State College in New Jersey, this competition has grown to national participation of 250,000 students from 5,300 schools. While the major emphasis of this program is usually directed toward gifted and talented students in enrichment classes, it can be used with fun and success with Emotionally Disturbed population classes.

Major concerns of educators of emotionally disturbed students often are centered on the areas of enhancing self-esteem, improving peer-group relations, and developing communication skills. Odyssey of the Mind exercises are tailor-made to address these concerns and, with minor modification, are suitable for incorporating into group classroom and/or counseling situations. The 5C's outline in Odyssey of the Mind is creative problem-solving. As educators of emotionally disturbed children, we often see creativity manifested in socially unacceptable behavior. Through participation in structured Odyssey of the Mind group activities, emotionally disturbed children are given an experience in which spontaneous solutions and different approaches to problem-solving are channeled and rewarded.

John Welch, Potsdam Central School

Room: Adams Basin

**A-2. COGNITIVE STYLE AND THE MANAGEMENT OF
BEHAVIOR**

This workshop will examine the Cognitive Style constructs of Field Dependence-Independence and the relationship to maladaptive behaviors in the elementary level classroom. Attention will be given to the identification of specific Cognitive Styles of Information Processing and pedagogical techniques for matching instruction with student needs.

Dr. David M. DiFabio, Assistant Professor, Department of Psychology & Human Services, Mohawk Valley Community College, Utica, New York

Room: Bushnells Basin

**A-3. PROGRAMMING STRATEGIES FOR TEACHING
HUMAN SEXUALITY TO DUAL DIAGNOSED MR/ED**

In an effort to address our students' individual concerns regarding a variety of sexual issues, it is necessary for trained and sensitized resource persons to be available in school and residential settings. As a result of historical evidence, current issues, and ongoing input from school and residential staff regarding sexual issues, a need for teaching human sexuality to Dual Diagnosed MR/ED students became apparent.

Recently, a model program was designed and instituted in a school/residential program for the MR/ED students to meet their ongoing sexual and relationship concerns. In addition, an ongoing workshop for staff has been focusing on the socio-sexual stages of development, social distancing, and exploring the students' ability to process and interpret environmental stimuli, as well as staff roles in students' lives with regard to sexuality.

A curriculum is being developed, at this time, in Maryhaven Center of Hope, Port Jefferson, New York. Samples of the materials will be available.

Toni St. John, Human Sexuality Teacher/Trainer, Maryhaven Center of Hope Educational Services
Leslie Epstein, Certified School Social Worker/Human Sexuality Trainer, Maryhaven Center of Hope Educational Services

Room: Sacketts Basin

**A-4. ALCOHOL, STREET DRUGS, AND SERIOUS MENTAL
ILLNESS**

This workshop will feature a video developed at Kings Park Psychiatric Center, with consumers participating in a program for Mentally Ill Chemical Abusers. The video will depict personal histories and the effects that substance abuse has had on the rehabilitation process. Topics discussed in this workshop will include: substance abuse and its ramifications for those on psychotropic medications; educational outreach programs, recovery issues; how substance abuse exacerbates symptomatology of serious mental illness. A substance abuse outreach program developed at Pilgrim Psychiatric Center for inpatients will also be discussed.

George Fahey, M.D., Director of Drug and Alcohol Services, Kings Park Psychiatric Center
Phyllis March, Chief of Educational Services, Pilgrim Psychiatric Center, West Brentwood, New York
Elaine Connelly, Teacher IV, Pilgrim Psychiatric Center, West Brentwood, New York

Room: Dewitt Basin

**A-5. UNDERSTANDING THE LINGUISTICALLY AND
CULTURALLY DIFFERENT STUDENT**

Language and culture play a definite role in the character formation of any individual. Thus, this influence must be analyzed in order to understand the linguistically and culturally different child.

Lack of English proficiency can influence how the student views himself or herself, and how others judge the student. Cultural diversity, together with the different problems of

second language acquisition, can misguide the reasons for referrals and the assessment process.

This workshop will provide information on what a body of research and other sources have to say about second language acquisition and the issues which must be considered when referring, assessing, and educating the culturally different student.

Luis Garrido, Bilingual Educator, Assistant Director, Bilingual Education Technical Assistance Center (BETAC), Ulster County BOCES, New Paltz, New York

Room: Huron Salon

A-SED-1. SPECIAL EDUCATION SERVICES IN DAY TREATMENT PROGRAMS

This session is designed to address the regulatory requirements of the State Education Department and the Office of Mental Health regarding the placement of students with handicapping conditions in day treatment programs. Day treatment programs certified by the Office of Mental Health (OMH) provide a therapeutic environment in a nonresidential treatment/educational setting for children and adolescents with handicapping conditions, who are in need of mental health services and social and clinical support to these families. These programs allow for the coordinated delivery of mental health and educational services to pupils with handicapping conditions. The Committee on Special Education (CSE) is responsible for ensuring that such pupils with handicapping conditions placed in these programs receive appropriate special education programs and services based on their individual needs. The CSE works cooperatively with the Treatment Team of the day treatment program to ensure that the total needs of the child are addressed.

Ms. Patricia Geary, Associate, Office for Education of Children with Handicapping Conditions, New York State Education Department

Room: Ontario Salon

A-SED-2. THE PRESCHOOL SPECIAL EDUCATION PROCESS

This session will focus on the provision of special education services to preschool children with handicapping conditions. The content to be addressed during this program will include: an overview of federal and state laws pertaining to the education of preschool children with handicapping conditions; roles and responsibilities of municipalities, districts, and providers; issues and factors affecting program/service recommendations and due process procedures.

Mr. David Rothfuss, Associate, Office for Education of Children with Handicapping Conditions, New York State Education Department

Room: Michigan Salon

SESSION B

FRIDAY, April 6th

2:45 P.M.-4:15 P.M.

B-6. THE OCCULT AND TODAY'S YOUTH

On books, clothes, and walls, we often find letters, numbers, or symbols written by young people. They all have meaning to the presenter. Some signs and symbols have meanings of troubling significance. Designs like pentagrams, swastikas, moons, and even broken crosses have more significance than may meet the eye.

This workshop will explore popular culture to look at signs of Satanism and how they are displayed. The participants will see examples of these designs in their everyday world. The presentation will also discuss music lyrics and the general values that are promoted by some Black Rock groups: violence, suicide, sexual aggression, Satanism, substance abuse, and anarchy. The effect of these themes on a person with a negative self-image will be discussed. A model of negative spirituality that leads to negative values will be presented. The role of educator in the development of positive values will be discussed.

Deacon Brian J. McNulty, M.S Ed., M.A. Theo., Children's Services at Rochester Psychiatric Center

Room: Huron Salon

B-7. DEPARTMENTALIZED PROGRAMMING FOR OPTION III STUDENTS

In 1987, the Tompkins-Seneca-Tioga BOCES changed their program for their Option III Emotionally Disturbed students from totally self-contained classrooms to a departmentalized program. The workshop will review the history of the program and discuss the rationale for switching to a departmentalized system. Advantages and disadvantages to both students and teachers will be addressed.

The program has endured certain growing pains during development. Ideas concerning behavior management and reward systems will be discussed, along with the involvement of an on-campus Day Treatment Center.

Connie Van Cuyck, Special Ed. teacher, Tompkins-Seneca-Tioga BOCES Option III Program
Harlan Hastings, Special Ed. teacher, Tompkins-Seneca-Tioga BOCES Option III Program

Room: Ontario Salon

B-8. ACADEMIC PROGRAM OF MONEY MANAGEMENT SKILLS FOR THE EMOTIONALLY DISTURBED/LEARNING DISABLED 18 TO 21-YEAR-OLD INDIVIDUALS

The learning difficulties of the children and youth, once identified as emotionally disturbed or learning disabled, do not end with their school years. They continue encountering

obstacles in attempting to improve their academic skills, as well as handling daily routine activities, unless special academic provisions are available to them in the community in which they live. Knowledge of money management skills is an essential prerequisite for successful independent living. Often these young individuals lack basic understanding of one or more components of these skills but are too embarrassed to admit it. These people also do not possess adequate skills to search and discover appropriate educational programs to suit their needs.

The present program was developed to suit the needs and interests of these individuals; to help them maintain themselves independently in the community, and to improve their self-image through experience and success.

Pradipta Chatterji, teacher, CDY Services, Binghamton Psychiatric Center

Room: Adams Basin

B-9. TRAUMATIC BRAIN INJURY

For a variety of reasons, there has been a significant increase over the past 20 years in the number of children who have acquired traumatic head injuries. When such students return to school following coma and rehabilitation, there is a pattern of activities which should be followed to assure successful re-integration.

Because this is a low incidence population, most administrators, CSE members, and teachers are not trained or prepared to make the correct and critical choices at the time of re-entry. Consequently, what is already a confusing set of issues gets further complicated through poor decision-making.

What must be understood, and what can and should be done, will be shared and discussed.

Ted Kurtz, Director, Rehab Research and Training, SUNY Buffalo

Room: Bushnells Basin

B-10. A POTPOURRI OF CREATIVE TEACHING IDEAS

This workshop will offer practical and creative teaching strategies to facilitate learning for every student in the classroom.

The workshop will focus on the Whole Language philosophy, which has been utilized successfully in classrooms of emotionally disturbed adolescent youth, containing a wide range of instructional levels from grade one through senior high. By offering activities to address the modalities and instructional needs of each student in the class, everyone can experience success.

Participants should feel free to share creative teaching strategies that they have utilized successfully in their classrooms.

Kristin Kendall-Jakus, Senior High teacher, Option III, St. Joseph's Villa, Campus School, Rochester, New York

Room: Sacketts Basin

B-11. EDUCATING THE EMOTIONALLY DISTURBED PUPIL IN THE LEAST RESTRICTIVE ENVIRONMENT

This workshop will discuss the continuum of services and programs needed, depending on severity, to educate the emotionally disturbed (ED) pupil in the public school setting. Such models as the consultant teacher, collaborative teaching, congruent teaching, and the regular education initiative will be discussed.

A.J. Heitzman, Associate Professor, Special Education, SUNY Geneseo

Carol T. Godsave, CSE Chairperson, Livonia Central School

Room: Dewitt Basin

SESSION C SATURDAY, April 7th 9:00 A.M.-10:30 A.M.

C-12. CLASS CIRCLE: HELPING TO PREPARE CHILDREN FOR PROBLEMS

By far, my favorite time of day when I teach is our morning class circle. It is a time of sharing and communication. I will discuss and demonstrate techniques that have worked for me. Come prepared to share your class problems and participate in finding paths to their solutions. Workshop participants will work on how to set up a class circle time, how to help children to share, how to keep it going by coming up with topics which are relevant to your class, and how to integrate it with other subject areas in your school day.

Vicky Iozzia, Special Education teacher, Riverhead Schools, New York

Room: Huron Salon

C-13. INCREASING SELF-ESTEEM IN ABUSED AND HOMELESS PRESCHOOL CHILDREN THROUGH A RESIDENTIAL CAMPING PROGRAM

This workshop shall introduce and describe the Mild Month program for fragile, vulnerable, and fearful preschool children, ages four to six-and-one-half. This residential camping program offers a four-week session in the months of May and June to children who are abused, children who are homeless, children of battered women, children under the supervision of child protective projects, and children experiencing significant emotional upheaval and turmoil in their lives.

The use of an agency-developed checklist will be described in detail. The checklist serves as a guide for counselors working with campers, as a means of assisting parents in understanding the Mild Month program, and as a means of sharing information with referring agencies.

The camp is designed as a therapeutic milieu and a learning center where a structured, safe, predictable, and involving environment allows positive growth and behavior to flourish while increasing essential social, academic, and

life skills.

Cora Stempel, Education Coordinator, Ramapo Anchorage Camp, Rhinebeck, New York

Room: Ontario Salon

C-14. HOW TO CAPTURE THE INTERESTS OF YOUR OLDER LOW ABILITY READING STUDENTS

For many educators one of the biggest challenges in teaching students is how to capture student interest in the subject being taught. Special Needs Students present unique individual teaching challenges. These challenges are made more difficult because these students have encountered years of frustration and have developed a low self esteem.

Learning to read is a life skill that Special Needs Students must acquire and therefore it becomes even more important to the teacher to take up the challenge of capturing their student's interests. When you capture your student's interest you gain in the areas of motivation, attention to task, cooperative learning behaviors, and new found ability.

Our workshop is designed to capture your interest with games, visual aids, activities, teaching techniques, manipulatives and computer games to assist you in motivating your older, low ability Reading students. Our ideas have been successfully used at the Devereux Center with a multiply-handicapped residential school population. Each conference participant is provided with a packet containing suggestions for age appropriate reading materials and activities.

Cathy Alvarez; Special Education Teacher
Candace Shyer; Assist. Director of Education
Devereux Center at Rhinebeck, Rhinebeck, N.Y.

Room: Michigan Salon

C-15. PROJECT NOW: NEW OPPORTUNITIES AT WORK. A PUBLIC/PRIVATE PARTNERSHIP FOR AT-RISK MINORITY HANDICAPPED YOUTH

This session will present a successful four-year funded cooperative project between private industry, county agencies, and public schools for reducing the drop-out rate of at-risk handicapped minority youth while improving their employability.

Joseph J. Wychunas, Session Leader, Department Chairperson of Special Education, Peekskill City Schools
Paul D. Lucas, Project Coordinator, Putnam/Northern Westchester BOCES
Margaret Salamon, Special Education Teacher, Peekskill, City Schools

Room: Erie Salon

SESSION D
SATURDAY, April 7th
11:00 A.M.-12:30 P.M.

D-16. PERSONAL COMMUNICATION THROUGH THE ARTS

We will demonstrate several modes of expression that show how students learn to perceive the creative arts as a form of communication and an avenue to original thinking and problem-solving. We will show how our students develop the observational and analytical skills needed to derive meaning from works of art through class discussions, guest artist/educators, and visits to community arts centers. Students then develop independent projects based on personal interest and skill level. Come dressed for participation.

Edith C. Lockett, Art Teacher, Department Chairman, Arts/Humanities, St. Anne Institute, New York
Tania Bruhn, Special Educator in Dance School Program, St. Anne Institute
Lori B. Smith, Art and Drama Teacher, School Program, St. Anne Institute

Room: Adams Basin

D-17. IT TAKES TWO: AN EXAMINATION OF THE DYNAMICS OF CRISIS AND THE UTILIZATION OF HUMOR AS INTERVENTION

The workshop will begin with a description of the growth in child abuse laws since 1970. Using the Therapeutic Crisis Intervention format (Cornell University), some reasons for the development of stress and anger will be presented, along with Dr. Long's work on goals of aggressive, hostile, and passive/aggressive behaviors. Common tools children use to create stress in staff will be reviewed. Utilizing Dr. Long's crisis cycle as a model, the presentation will focus on determining effective interventions, particularly the utilization of humor.

The use of humor in a classroom is an attitude as much as it is a strategy. As an attitude, it implies warmth, love, and security; as a strategy, humor motivates, entertains, stimulates, and relaxes the learner.

Situations will be illustrated that highlight using humor to foster positive feelings while enhancing the children's emotional responses. The presentation will demonstrate the contributions of humor to the learning environment as it relieves aggression, anxieties, and reduces stress.

Steve Throne, CAS, Director of Education/Principal/CSE Chairperson, The Astor Learning Center, The Astor Home for Children, Rhinebeck, New York
Neal Schneider, M.S., Learning Disabilities Specialist, The Astor Learning Center, The Astor Home for Children, Rhinebeck, New York

Room: Bushnells Basin

D-18. MUSIC: ONE KEYNOTE TO A POSITIVE SELF-ESTEEM

The development of a positive self-esteem is essential to the growth and development of our children. This can be developed through the combination of music education and music therapy. Everyone is exposed to music throughout their entire life. Is

this because music makes us all feel better about ourselves and possibly others? As educators/therapists, I see that our major responsibility is to see that our students not only get a well-rounded education, but that they will also build a great deal of self-confidence or self-esteem. Music is an excellent way in which we can expose our children to a positive experience no matter to what extent they decide to participate in it.

Robert S. Rex, Music Educational Therapist, Convalescent Hospital for Children, Rochester, New York
Holly McConnell, Educational Therapist, Convalescent Hospital for Children, Rochester, New York

Room: Sacketts Basin

D-19. WRITING FOR PERCEPTIONS

Interested in getting involved with the PERCEPTIONS journal? Care to write an occasional column or a full-length article, be a guest editor, share your teaching ideas in writing, or join the ranks of consulting editors or the practitioners' advisory board? A round-table discussion with editors and officers will be held to acquaint the participants with publication guidelines and involvement with the journal. Join us for complimentary coffee and find out all you've ever wanted to know about writing for PERCEPTIONS - the journal for practitioners.

PERCEPTIONS STAFF

Robert J. Michael, Editor
Lynn Van Eseltine Sarda, Associate Editor
Myrna Calabrese, Contributing Editor
Joseph Trippi, Contributing Editor
Ed Kelley, Consulting Editor
Ralph Flood, Assistant Editor
Claudia Petersen, Assistant Editor

ANYSEED PARTICIPANTS

Dolores Calandra, President
R. Russell Dalia, President-Elect

Room: Dewitt Basin

SESSION E SATURDAY, April 7th 2:45 P.M.-4:15 P.M.

E-20. FOSTER'S FOUR-STEP PLAN FOR CLASSROOM MANAGEMENT AND SCHOOL DISCIPLINE

Foster's Four-Step Plan for Classroom Management and School Discipline is designed for those teachers who consider themselves professionals and teach at-risk, hard-to-motivate or behaviorally disordered youngsters.

The Four-Step Plan is designed for the teacher who considers himself or herself a professional and is not looking for a prescription to solve his or her discipline problems.

Indeed, this Four-Step Plan emphasizes helping teachers become more creative and professional, and, where necessary, changing his or her behavior in order to facilitate a student's changing his or her behavior.

Dr. Herbert L. Foster, Professor & Coordinator, Graduate School of Education, SUNY Buffalo

Room: Huron Salon

E-21. DRUG EDUCATION SEMINAR

What is presently occurring at the collegiate pre-service level of teacher education and the post-baccalaureate in-service level with regard to drug education and crisis intervention training? Over the past decade, Dowling College in Oakdale, New York, has conducted courses in drug education and crisis intervention, offering practical instruction and theoretical models to over one thousand teacher certification candidates. In addition, for the past half-decade, the BOCES II Suffolk County Special Education Training and Resource Center (SETRC) has offered in-service courses of a similar nature to more than five hundred licensed teachers. The courses have been designed to provide information on: the nature of drug and alcohol abuse in both handicapped and non-handicapped, disadvantaged and non-disadvantaged youngsters; properties and behavioral effects of common chemical substances; varied counseling intervention approaches, and therapeutic techniques. Vital issues such as child abuse, families in crisis, adolescent sexual activity, and community resources are also addressed. The workshop for this particular conference seminar will primarily address approaches generally emphasized by drug education programs active on Long Island. Materials will be distributed to participants, and opportunity will be provided to respond to the participants' questions and concerns.

Joseph V. Burger, Ph.D., Dowling College

Room: Ontario Salon

E-22. PRACTICAL CONSIDERATIONS FROM A CRISES INTERVENER

This workshop will explore several practical considerations educators should be aware of if they are involved in crisis intervention with emotionally disturbed students.

Topics to be discussed will include programmatic concerns, teacher preparation, and practical considerations when involved in physical restraint. Several other elements involved with physical restraint will be explored.

Workshop participants will be encouraged to discuss the policies and procedures employed in their facility, and share any methods or techniques they have found to be effective.

Marc P. Foreman, Center Coordinator, BOCES II, Forest Brook Learning Center

Room: Adams Basin

E-23. SO WHAT DO THEY WANT, ANYWAY?

As parents become increasingly engaged with the treatment system through advocacy and organized parent groups, it will make the formation of therapeutic alliances or triads with

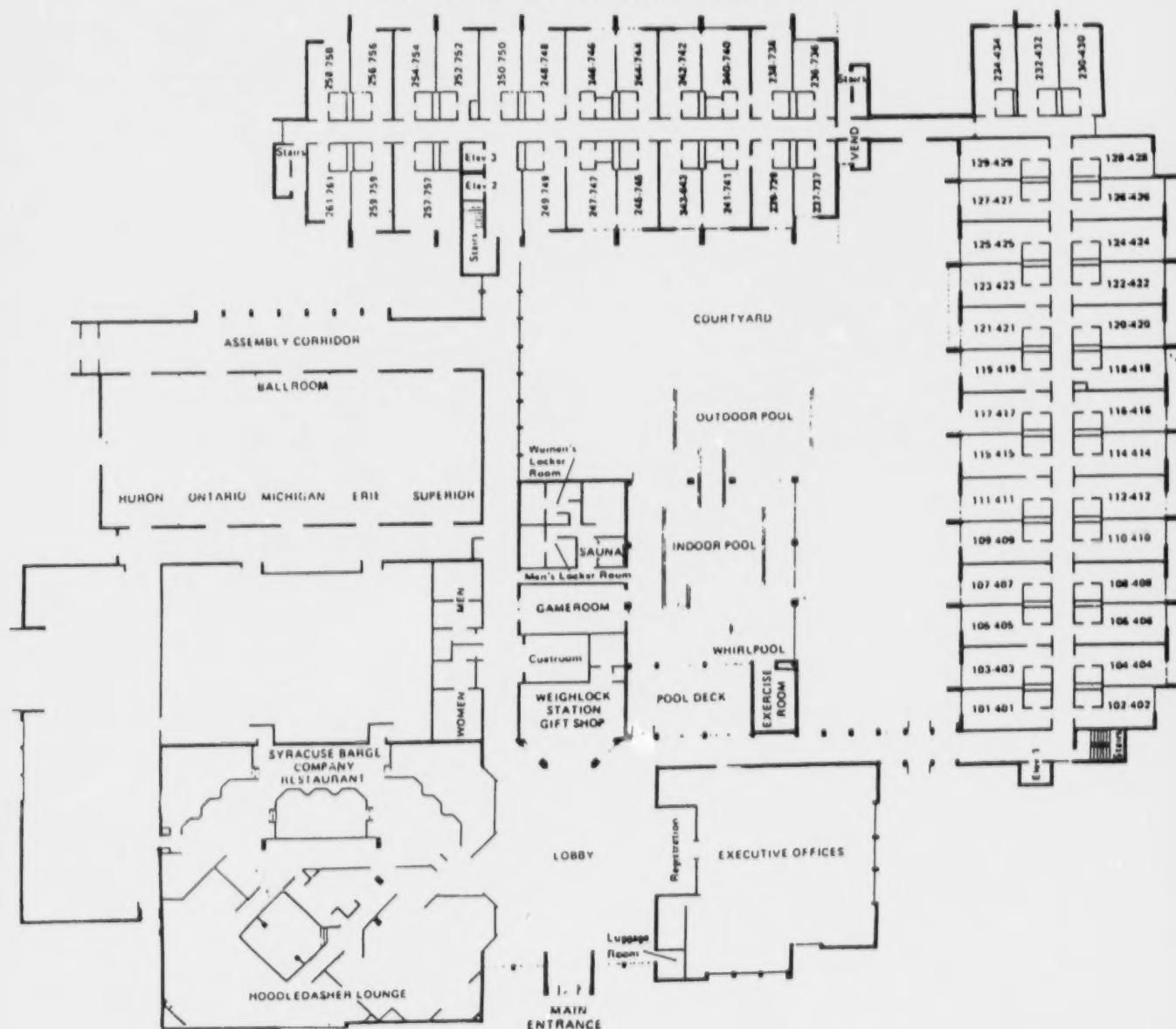
them more complex and, in some ways, more difficult. Parents today, in many cases, reject outright the role of passive recipients of professional direction; demand a partnership role, and empowerment in the system. This workshop will review the changing perceptions of parents and present an overview of the family empowerment movement.

Lynne M. Shuster, Ph.D., The Erie Alliance for the Mentally Ill

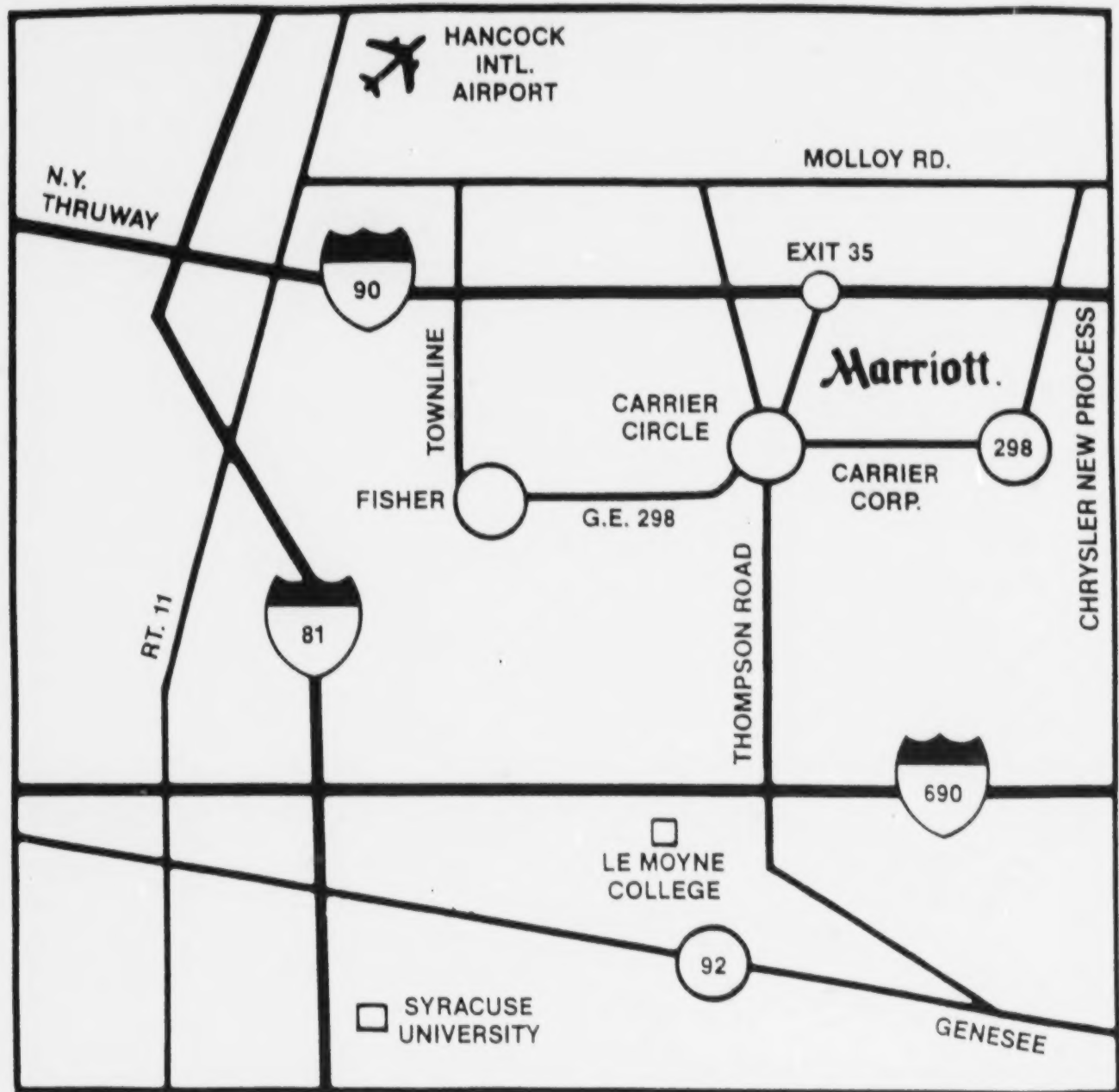
Room: Bushnells Basin

Welcome to the **SYRACUSE /Marriott.**

Shelby Basin, Adams Basin, Bushnells Basin, Sacketts Basin
and DeWitt Basin located on the first floor.



SYRACUSE / **Marriott.**



FROM DOWNTON SYRACUSE TO SYRACUSE MARRIOTT: Route 690 East to Exit 10 (Thompson Road). Thompson Road North to Carrier Circle. Take Route 298 East 1/2 mile to Marriott Drive on the left.

FROM HANCOCK INTERNATIONAL AIRPORT TO SYRACUSE MARRIOTT: Take Airport Road to Route 81 South ... Route 81 South to New York State Thruway ... Interstate 90, Exit 36. Take New York State Thruway east to Exit 35 (Carrier Circle). Go 3/4 around Carrier Circle to Route 298 East. Take Route 298 East to Marriott Drive on the left.

COLLEGE GRADUATE CREDIT

The ANYSEED Professional Development Division, in conjunction with the 25th Annual Conference Committee and the Institute for Staff Development in Education at SUNY, New Paltz, are pleased to announce the establishment of a three-hour graduate course associated with the 25th Annual ANYSEED Conference, April 6,7,8, 1990.

Course: 39593, Contemporary Issues and Problems in Working with Emotionally Disturbed Children

Description: Issues and problems related to working with emotionally disturbed children, as identified in the conference sessions, will be considered. In-depth analysis of the major concerns will be carried out through independent study and through practical application of the information required. Full conference participation is required.

General Course Requirements: Students are required to

- 1.) Attend the full 25th Annual ANYSEED Conference.
- 2.) Attend class sessions scheduled for April 5, 1990, at 7:30 pm, and April 8, 1990, at 10:00 am.
- 3.) Summarize and analyze each of the workshops attended.
- 4.) Propose an independent project that applies information acquired from the conference sessions.
- 5.) Be available for individual consultations with the course instructors with respect to the proposed independent project.
- 6.) Implement and evaluate the independent project.
- 7.) Submit written report by July 13, 1990.

Detailed guidelines for course requirements will be distributed in the first class meeting.

Registration Deadline: March 9, 1990

Fees: \$200, in addition to the conference fee. Make money order or bank check payable to ANYSEED, and mail to: Robin Mason, ANYSEED Professional Development Division, 1820 Fairport Nine Mile Point Road, Rochester, New York 14526.

Registration Information: When sending the fees (\$200 and conference fee), please enclose the following information: Name, Address, Home Telephone, Work Telephone, and Present Work Position.

ENROLLMENT OPEN ONLY TO REGISTERED CONFERENCE PARTICIPANTS. REMEMBER TO FORWARD COURSE REGISTRATION AND CONFERENCE REGISTRATION FEES AND REGISTRATION FORMS FOR EACH. ALL FEES MAY BE COMBINED INTO ONE MONEY ORDER. The Executive Board of ANYSEED encourages early registration for the above course to avoid being closed out. This course is intended for persons willing to assume responsibility for independent study work and who have demonstrated competencies in this area.

ANYSEED

ASSOCIATION of NEW YORK STATE EDUCATORS of the EMOTIONALLY DISTURBED
PREMM LEARNING CENTER—c/o Jim Burke, 1200 Montauk Highway, Oakdale, N.Y. 11769 Telephone (516) 567-4901

Chartered by the Board of Regents
INSTRUCTIONS: Please complete and mail—to the above address—with a check for twenty dollars (\$20.00), payable to "ANYSEED" as dues through August 31.
Please select a local chapter affiliation by checking a box below.

PLEASE PRINT OR TYPE:

Name ☐ Miss ☐ Mr. ☐ Mrs. ☐ Dr. _____

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(Number) (Street) (Apt. if needed)
(City) (County) (State) (Zip)
Telephone _____

ADDRESS at WORK

Your Position or Title _____
(School, Institution, or Agency)
Telephone _____

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☐ Renewal

(PLEASE CHECK ONE BELOW)

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| <p>*CHAPTER MEMBERSHIP—I WISH TO BECOME A MEMBER OF</p> <p>☐ NEW YORK CITY LOCAL CHAPTER</p> <p>☐ ROCHESTER, NEW YORK LOCAL CHAPTER</p> <p>☐ ALBANY/CAPITAL DISTRICT LOCAL CHAPTER</p> <p>☐ LONG ISLAND CHAPTER</p> <p>☐ UTICA LOCAL CHAPTER</p> | <p>☐ WESTERN NEW YORK LOCAL CHAPTER</p> <p>☐ SOUTHERN TIER LOCAL CHAPTER</p> <p>☐ SYRACUSE LOCAL CHAPTER</p> <p>☐ MID-HUDSON LOCAL CHAPTER</p> <p>☐ MASS. EDUC. DIST. CHILD.</p> |
|---|---|

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NYC _____	FC _____	Utica _____
Roch _____	WHY _____	Mid-Hudson _____
Southern Tier _____	State _____	

ASSOCIATION—STUDENT OR RETIRED—MEMBERSHIP

- ☐ I am a full-time student. Enclosed is my \$16.00 dues for the year through August 31. (This membership requires the counter-signature of your Department Chairman.) Select a local chapter affiliation by checking a box at the left.
- ☐ I am a retired teacher, paraprofessional, supervisor or administrator. Enclosed is my \$16.00 dues for the year through August 31. Select a local chapter affiliation by checking a box at the left.

Contribution in Addition to Membership Fee

☐ Conrad Hecht Memorial Fund	Amount _____
☐ Steven Apter Fund	Amount _____

Signature of Department Chairman _____

MEMBERSHIP YEAR 9/1 THROUGH 8/31

PROGRAM PARTICIPANTS

--- SESSION A ---

<u>SITE</u>	<u>NAME(S)</u>	<u>SESSION</u>	<u>REPRESENTATIVE AGENCY</u>
ADAMS BASIN	JOHN WELCH	A-1	POTSDAM CENTRAL
BUSHNELLS BASIN	DR. DAVE DiFABIO	A-2	MOHAWK VALLEY COMMUNITY COLLEGE
SACKETTS BASIN	TONI ST. JOHN LESLIE EPSTEIN	A-3	MARYHAVEN CENTER OF HOPE
DEWITT BASIN	DR. GEORGE FAIREY PHYLLIS MARCH ELAINE CONNELLY	A-4	KINGS PARK AND PILGRM PHYCH CENTERS
HURON SALON	LUIS GARRIDO	A-5	BETAC-ULSTER COUNTY BOCES
ONTARIO SALON	PATRICIA GEARY	A-SED-1	STATE ED. DEPT.
MICHIGAN SALON	DAVID ROTHFUSS	A-SED-2	STATE ED. DEPT.

--- SESSION B ---

HURON SALON	BRIAN McNULTY	B-6	ROCHESTER PSYCH. CENTER
ONTARIO SALON	CONNIE VAN CUYCK	B-7	TOMPKINS BOCES HARLAN HASTINGS
ADAMS BASIN	PRADIPTA CHATTERJI	B-8	BINGHAMTON PSYCH. CENTER
BUSHNELLS BASIN	TED KURTZ	B-9	SUNY BUFFALO
SACKETTS BASIN	KRISTIN KENDALL JAKAS	B-10	ST. JOSEPH'S VILLA
DEWITT BASIN	A.J. HEITZMAN CAROL GODSAVE	B-11	SUNY GENESEO LIVONIA CENT.

--- SESSION C ---

HURON SALON	VICKY IOZZIA	C-12	RIVERHEAD SCH.
ONTARIO SALON	CORA STEMPEL	C-13	RAMAPO ANCHORAGE CAMP
MICHIGAN SALON	CATHY ALVAREZ CANDACE SHYER	C-14	DEVEREUX CENTER AT RHINEBECK
ERIE SALON	JOSEPH WYCHUNAS PAUL LUCAS MARGARET SALAMON	C-15	PEEKSKILL CITY SCHOOLS

PROGRAM PARTICIPANTS

--- SESSION D ---

<u>SITE</u>	<u>NAME(S)</u>	<u>SESSION</u>	<u>REPRESENTATIVE AGENCY</u>
ADAMS BASIN	EDITH LOCKETT TANIA BRUHN LORI SMITH	D-16	ST. ANNES INSTITUTE
BUSHNELLS BASIN	STEVEN THRONE NEAL SCHNEIDER	D-17	ASTOR LEARNING CENTER
SACKETTS BASIN	ROBERT REX HOLLY McCONNELL	D-18	CONVALESCENT HOSPITAL
DEWITT BASIN	ROBERT MICHAEL	D-19	ANYSEED

--- SESSION E ---

HURON SALON	DR. HERBERT FOSTER	E-20	SUNY BUFFALO
ONTARIO SALON	DR. JOSEPH BURGER	E-21	DOWLING COLLEGE
ADAMS BASIN	MARC P. FOREMAN	E-22	FOREST BROOK LEARNING CTR.
BUSHNELLS BASIN	DR. LYNNE SHUSTER	E-23	ERIE ALLIANCE FOR THE MENTALLY ILL

The Graham/Windham Steel Band To Perform At 25th Annual Anyseed Conference, Syracuse Marriott

The Grand Ball Room of the Syracuse Marriott Inn will be filled with the rich sounds of steel drums on Friday, April 6, 1990 when the All-Star section of the Graham/Windham Steel Band performs at the 25th annual ANYSEED conference. Twenty years ago the steel band was introduced as a class project at Graham/Windham. The program has been so successful that today the history, as well as the hands-on experience with the drums, is a part of the school curriculum.

Under the direction of Carlos Benjamin, a native of Antigua, the students have competed and performed throughout the metropolitan New York area. The group accepts up to 15 invitations to perform each year. They have played at the Pan American Building in New York City and at the 100th Statue of Liberty Celebration. We expect the the Graham/Windham Steel Band to be an exciting addition to this year's ANYSEED conference.



Steel Band All-Stars of the Graham/Windham School.

ANYSEED'S 25TH ANNUAL CONFERENCE REGISTRATION FORM

Pre-registration form must be received by March 9, 1990, for discount.

Name _____ School or Agency _____ Member ☐ Non-member ☐ Presenter ☐ Student ☐

Work Address _____

City _____ State _____ Zip Code _____

Home Address _____ City _____ State _____ Zip Code _____

Home Phone () _____ Business Phone () _____

Please return this form and your check (made out to ANYSEED) to:

ANYSEED CONFERENCE: THOMAS ALCAMO, 24 ADMIRAL ROAD, BUFFALO, NY 14216

If you are attending the conference and paying the hotel package fee (includes meals), fill in Sections I, II, and III.

If you are not staying in the hotel, please fill in Sections I, II, and IV.

SECTION I. CONFERENCE REGISTRATION FEES

CONFERENCE	BEFORE MARCH 9, 1990		AFTER MARCH 9, 1990		AMOUNT REMITTED
	MEMBERS	NON-MEMBERS	MEMBERS	NON-MEMBERS	
FULL CONFERENCE	\$50.00	\$75.00	\$70.00	\$95.00	
FRIDAY ONLY	\$35.00	\$60.00	\$55.00	\$80.00	
SATURDAY ONLY	\$35.00	\$60.00	\$55.00	\$80.00	
SUNDAY ONLY	\$20.00	\$45.00	\$40.00	\$65.00	

ANYSEED MEMBERS: Attach photocopy of membership card.

PRESENTERS: No fee for Conference; check meal or hotel prices.

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ETHNOCENTRISM AND RACISM:

THE OVERREPRESENTATION OF MINORITIES AND POOR IN SPECIAL EDUCATION PROGRAMS FOR THE EMOTIONALLY DISTURBED

by

Herbert L. Foster

Herb Foster is Professor, Department of Learning and Instruction, the State University of New York at Buffalo. Dr. Foster also serves as a consulting editor for PERCEPTIONS.

A contemporary "Catch-22" involving racism is at work in urban schools that results in the assignment of black students, males in particular, into special education programs for the behavior disordered and mildly handicapped out of proportion to their total numbers in schools. Furthermore, my observations and discussions with suburban and rural educators suggest that ethnocentrism, more than racism, is at work in suburban and rural schools, resulting in poor white and non-black minority children being recommended and assigned to programs for the behavior disordered or mildly handicapped. Indeed, this suburban and rural special education ethnocentric problem may become more acute as the language and behavior of the black streetcorner moves increasingly beyond urban areas and is adopted by more non-preppie poor and working class suburban and rural white and non-black minority children.

Presently, "Catch-22" operates in urban schools when some teachers are exposed to black streetcorner language and behavior in a non-school setting, and adopt and use some of the language and behavior. However, problems come about for these teachers and their students when some of their black streetcorner students use their streetcorner language and behavior in a school setting.

When the streetcorner students use this language and behavior in a school setting, some teachers misunderstand and misinterpret the language and behavior, and consciously or unconsciously act in a fearful and racist way, resulting in the referral of the students involved, males in particular, for special education.

According to Gottlieb (1985), despite all the work and studies related to unbiased and culture-neutral tests, what the teacher reports (not what the committee on the handicapped reports) about a student's behavior provides the bulk of the classification data that determines the student's placement in special education classes. Hence, teacher-reporting of student behavior, not what the testing indicates, has the most influence in assigning a student to special education.

In this article, I will discuss how racism and ethnocentrism affect the type of student recommended and assigned to special education in our schools and how urban black streetcorner behavior may begin to play a greater role in the assignment of suburban and rural students to special education. This discussion will include: (a) differential treatment of students in urban, suburban, and rural schools, (b) the role of racism and

ethnocentrism, (c) black streetcorner language and behavior and their spread, and (d) our responsibility in eradicating ethnocentrism and racism.

DIFFERENTIAL TREATMENT OF STUDENTS IN URBAN, SUBURBAN, AND RURAL SCHOOLS

Basically, our schools are designed for middle-class students who repress a good deal of their physicalness and sexuality, and are oriented toward a traditional middle-class form of communication. Furthermore, in too many schools in the United States, students are treated differently depending upon their parents' income or position, where they live, or even how their parents dress.

The students treated negatively usually are non-middle-class students whose experiences, behavior, dress, style, and sexuality do not fit many educators' class mold and sensibilities. Indeed, most educators feel secure with and work well with middle-class students. The student who behaves in a non-middle-class way will have problems in the average school.

In my book *Ribbin', Jivin', and Playin' the Dozens: The Persistent Dilemma in Our Schools* (Foster, 1986), I discussed four different groups or categories of students in inner city schools. Two of these groups are (a) youngsters with a middle-class lifestyle and behavior, and (b) youngsters who have adopted the language and behavior of the streetcorner but have the potential for middle-class behavior.

The middle-class-behaved students are black, often poor, on welfare, and may be living with one parent. However, these students are also taught a middle-class orientation. Honig (1985), for example, described some of the specific steps that are more powerful than social class that any parent or parents can take in preparing a child to succeed in our middle-class schools and society:

"Specifically, the children who typically perform better in school are the children of parents who read to them when they were young, who supervise their homework by making sure they have a quiet place to study, who talk with them about school and everyday events and express an interest in their programs, who take them to parks, museums, ballgames, libraries, zoos, and other stimulating places, and who establish a definite, routine bedtime." (p. 164).

The black streetcorner youngster, on the other hand, has learned his social and economic survival and coping skills and techniques from the streetcorner. These streetcorner behaviors cause problems for teachers. Most teachers can neither

understand nor relate to these streetcorner behaviors. Indeed, most often, teachers see these behaviors as threatening, aggressive, violent, fearful, disgusting, and, at least, annoying.

While urban teachers have problems with the black streetcorner youngster, suburban and rural teachers have problems with the urban streetcorner youngster's rural counterpart. Whereas the urban streetcorner youngster is usually black, his suburban and rural equivalent is most often white or from a non-black minority and, in some cases, he or she has picked up some of the black streetcorner youngster's language and behavior.

Furthermore, the non-preppie male student dresses differently from the accepted preppie student's L.L. Bean or other status brands of clothing. Depending upon the area of the country, he usually wears tight jeans or dungarees, wide leather belts with big buckles, black t-shirts with the printed name and emblem of a hard rock or heavy metal group, long hair, usually smokes, wears work or Wellington boots, and a red bandanna or handkerchief hanging loosely out of his back pocket.

Recently, the principal of West Seneca Junior High School in Erie County prevented between 60 and 65 students from entering their classes "because they violated a new policy against wearing black clothing" (Warner, 1989, p. 1).

While preppie girls are usually dressed in their latest status-brand style, the non-middle-class girls are dressed (again depending upon their area of the country) often bra-less, wearing strands of beads hanging in front of their low-cut blouses, vests, tight leather jeans, and high-heeled, pointed boots.

These non-middle-class students are also isolated from the mainstream students through assigned names. Depending upon the school, these students may be referred to as Burn-Outs, Greasers, Hard Kids, Rumps, Heads, Motor Heads, Scruffs, and many other names. During the past few years, three books by Susan H. Hinton (1975, 1979, 1967) were produced as movies: *Tex*, *The Outsiders*, and *Rumble Fish*. These books and resulting movies described the tensions, conflicts, and fights between the underprivileged "greasers" and the affluent "Socs."

Hollingshead's *Elmtown's Youth* (1949) was the classic description of the unequal treatment of students depending upon their social class. He described the Grubby Gang who were set off from the other students for such reasons as personality traits, living in the wrong part of town, unfortunate family connections, or a lack of cooperation with teachers. Grubbies were considered "nobodies" by non-grubbies. In addition, non-grubbies considered grubbies poorly-groomed, sassy school-skipppers, cheaters, and uncooperative. Also, some of the girls were considered grubbies because they openly broke the school's sex taboo.

In the above, I am not suggesting that the urban streetcorner, suburban, and rural youngsters be allowed to break a school's academic or behavioral standards. Indeed, I am arguing that all schools demand academic and behavior standards from all students. The key to the problem is the negative way some teachers relate to, understand, accept, and work with students who are not typically preppie and middle-class.

RACISM AND ETHNOCENTRISM

On February 9, 1968, the National Advisory Commission on Civil Disorders, known as the Kerner Commission, issued a report that found that:

"Our nation is moving toward two societies, one black, one white - separate and unequal ... What white Americans have never fully understood - but what the Negro can never forget - is that white society is deeply implicated in the ghetto.¹ White institutions created it, white institutions maintain it, and white society condones it." (A Pistol, 1988, p. A).

Recently, the Institute for Public Policy at the University of New Mexico and the Johnson Foundation sponsored a conference by the 1988 Commission on the Cities to reflect on the 20th anniversary of the above-noted Kerner Commission report. The report of the conference noted that there is a growing American underclass, both white and minority, and that poverty is located in both urban and rural areas. Furthermore, we are physically separated by race, class, and economic situation much greater today than in the 1960's. The level of impoverishment, joblessness, educational inequality, and substandard housing is even more severe today. In addition:

"The problem is that, because we made progress for a time, most Americans - as well as American policy makers - likely think that we are still making progress or that most inequalities have disappeared. This is not so. We must bring the problems of race, unemployment, and poverty back into the public consciousness, put them back on the public agenda." (Kerner Report, 1988, p. 17).

Because so many of us live apart from one another, very often in separate class, color, and economic enclaves, many of still don't know one another. When I speak to groups and talk about racism and ethnocentrism, I report on my Army experiences as an American-Jew who grew up in Brooklyn, New York, and enlisted in the United States Army at age 18 at the end of WW II.

Having been a Boy Scout and street kid, I loved the physicalness and challenge of basic training, which surprised so many of my non-urban buddies. For many of them, I was the first Jew that they had ever known. Indeed, some said I could not be a Jew because I was too tall (I was only five nine at the time), and why did I enlist. All Jews they had ever known started out with a shoestring and ended up with a shoe factory, and all were officers.

The funniest and saddest people were those GI's who walked around me looking for my tail and horns. They had never seen a live Jew before, but had always heard that Jews had horns and tails. To this day, I wonder what they wrote home about me.

What was interesting about the above was that we were all white, since the Army was still segregated. If some GI's had prejudices then, some educated professionals have prejudices today.

Schofield (1964), for example, asked psychiatrists, psychologists, and social workers about the ideal client he or she would like to work with. Interestingly, the above professionals wanted to work with YAVIS clients: Youthful, Attractive, Verbal, Intelligent, and Successful.

If I can generalize from Schofield's study to schools, with whom would teachers like to work? If we look at the results of those assigned to special education, we could say that most teachers want to work with YAVIS or preppie students, while referring the non-YAVIS students to special education. With the YAVIS study in mind, we should look at the definition of ethnocentrism and racism.

Ethnocentrism is defined as the belief in the inherent superiority of one's own group and culture, accompanied by a feeling of contempt for other groups and cultures; in addition, the tendency to view alien groups or cultures in terms of one's own.

Racism is defined as the belief that human races have distinct characteristics that determine their respective cultures, usually involving the idea that one's own race is superior and has the right to rule others.

It is the conscious, or unconscious, racist or ethnocentric behavior of some educators that creates the problem. Too many refuse to understand, accept, or work with, *on other than his or her rigid terms*, many students whose life experiences, dress, speech, and behavior are different from his or her world.

To put it another way, differences in factors of personality, life history, and social background between educators and students can serve to either reduce or increase the effects of teaching and learning.

BLACK STREETCORNER LANGUAGE AND BEHAVIOR AND THEIR SPREAD

Historically, in urban areas, there has always been a male-dominated streetcorner society. Indeed, America's early streetcorners were dominated by lower-class white men. More recently, the black man has added his flavor and touch to what is a lower-class male streetcorner behavior in general.

There are certain rules, regulations, and conditions of the ritual coping and survival techniques which urban lower-class black males have developed and refined to survive in our ethnocentric and racist society. Indeed, for lower-class black urban streetcorner men, rhetoric, repartee, and gamesmanship are survival and coping techniques in the aggressive, sexist, hustling, macho, and verbal world of the streetcorner. These almost ritualized games include such behaviors as language, mode of dress, running a game, aggression (sometime perceived as such by middle-class blacks and whites, and sometimes real), physicalness, putting someone down before he or she puts you down, the put-on or front, playing either the "cat" or the "gorilla," and the importance of style or flair for drama.

Similarly, when inner city streetcorner youngsters, maybe two or three in a class of 30, run a game, it can be a performance for classmates as well as an attempt to manipulate teachers with the students as audience. Often, the audience of students will join in this gamesmanship. For lower-class black streetcorner youngsters, running a game, hustling, or manipulating teachers helps develop what their environment has taught to be streetcorner social and economic survival and coping skills.

Although these testing games are often modifications of adult streetcorner survival and coping techniques, almost all streetcorner students play verbally and physically aggressive streetcorner games or events - for example:

DOZENS. Usually talking negatively about a mother or sister.

DITTY BOPPIN', BOPPIN', & PIMP WALKING. A certain way of walking.

WOOFIN' or MAU-MAUING. The act of intimidating someone.

The spread of black streetcorner language and behavior beyond the inner city probably started when the Tennessee Valley Authority (TVA) in 1931 and the Grand Coulee Dam in 1941 came on line and started supplying electric power to rural areas for the first time. Since then, innumerable societal events

have provided vehicles for whites to learn streetcorner behavior: President Truman integrating the armed forces; Jackie Robinson playing for the Brooklyn Dodgers; the beginning of mass sales of television sets; Rosa Parks refusing to move to the back of the bus in Montgomery; *Brown v. Board of Education*; the Rev. Martin Luther King, Jr. and the March on Washington for Jobs and Freedom; President Johnson signing the Civil Rights Act, and the Viet Nam war.

More recently, the language and behavior of the black streetcorner have been transmitted not only through the media, but also by the physical movement of blacks into areas from which they were previously excluded (such as certain professions, sports, and neighborhoods), and by the Rev. Jesse Jackson, campaigning in areas that had never seen a black political candidate before.

As a consequence of the above, black and white students began to mix, through school integration or blacks moving into neighborhoods that had been all white. Even if youngsters remained in an all white neighborhood or school, they could see Eddie Murphy as a Beverly Hills cop selling woof tickets², or they were exposed to continual usage of the language and behavior on "Hill Street Blues," "Hunter," "Cheers," and other television shows, not to mention MTV, movies, and novels (Wolfe, 1987).

For example, millions of television viewers saw the "Dozens" being played out in the seventh game of the 1987 World Series when umpire Lee Weyer prevented a fight between Joaquin Andujar, the St. Louis pitcher, and Jim Gantner, the Milwaukee second baseman. When Andujar was interviewed later, he said that Gantner

"knows I have a hot temper. But when somebody's in the batter's box against me, he is my enemy. You call me a hot dog, it's OK. People have called me that before. But you start talking about my mother, we're going to fight, baby. You're in big trouble then." (Wicker, 1982, p. C3).³

From the *New York Times* about rap music:

"Rap music, mostly popular among inner-city teenagers since it began in the late 1970's, has broken out this year. Rap used to get major play only in the New York area, where it started, and in Washington, Philadelphia and other urban centers. But with the success of Run-DMC's latest single ... rap is being heard everywhere. Young disk jockeys are playing rap's popular scratch rhythms in rural Mississippi; skateboarding teen-agers are rapping to each other in California." (Palmer, 1987, p. 3).

According to Palmer, rap "was an underground phenomenon then, still relatively little known beyond the South Bronx and Brooklyn neighborhoods where it was born. Now it's a teen-age music, with a worldwide, multiracial audience" (p. C14).

If your suburban and rural students are doing any of the following, they are copying black streetcorner language and behavior:

- (a) walking around with running shows or sneakers;
- (b) walking around with open shoe laces on their running shoes or tennis sneakers;
- (c) walking around with boxes or ghetto blasters;
- (d) giving one another high fives;
- (e) wearing high athletic or hunting socks when they wear shorts, are playing basketball, or running;

(f) playing verbal insult games; or

(g) break dancing or rapping and listening to rap music on cassettes or records.

Furthermore, a few years ago, after presenting a workshop at a national Council for Exceptional Children convention, a woman from the southeastern corner of Wyoming, who was administering a program for developmentally delayed and head start children aged three to five, mostly white and Hispanic, told me that:

"We see a lot of the same games that you were talking about in the preschoolers ... I thought it was so very interesting that in rural Wyoming, and we are talking very rural, they are still picking up the games you talked about." (My emphasis.)

While some Americans may have ignored the unfamiliar language and behavior, many have consciously or unconsciously adopted aspects of the language and behavior. Indeed, some people have adopted some of the language and behavior and probably don't know where it came from.

OUR RESPONSIBILITY IN ERADICATING ETHNOCENTRISM AND RACISM

A number of suggestions will be made to start to exorcise ethnocentrism and racism. First, most teachers are neither purposefully ethnocentric nor racist in their behavior. Nevertheless, undergraduate and graduate school teacher educators, school administrators, school board members, state education staffs, teachers' unions, and teachers must come to grips with the realization that ethnocentrism and racism are very much institutionalized in much of our society and, therefore, our education system. Hence, all of the above as individuals and as organizations must first accept that we are all mired in ethnocentrism and racism.

Second, we must involve ourselves in organizing strategies to cut ethnocentrism and racism away. Furthermore, organizing a multicultural curriculum, though important, does not even come close to solving the problem of ethnocentrism and racism.

Third, since teachers and administrators are the professionals some teachers and administrators must change their behavior in order to get more students to change their behavior.

Fourth, students must be taught, if they do not know, Standard English, and how to speak, dress, and behave appropriately to the social situation, without denigrating the students' language and culture.

If the above discussion about the horror of ethnocentrism and racism in our society and schools is ignored, special education will become even more: an ethnocentric and racist colonial system.

FOOTNOTES

¹ Interestingly, Ghetto is an island near Venice where Jews were forced to reside in the 16th century.

² Selling woff tickets is a streetcorner technique of intimidation. However, for the woff ticket to work, the person being woofed on has to be fearful of the woofers. Earlier, woofing also meant loud, sometimes threatening talk.

³ Talking about someone's mother or sister is usually referred to as the Dozens and usually ends in a fight.

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PRACTITIONERS ADVISORY BOARD

In recognition of continuing contributions to PERCEPTIONS and to the practices involved in educating persons with emotional disturbances, the Practitioners Advisory Board has been established.

The Board serves to encourage involvement of educators through submission of articles and successful instructional strategies in the journal.

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FROM THE CLASSROOM

In order to provide an opportunity for practitioners to share successful instructional strategies with one another, PERCEPTIONS will publish a regular column that focuses upon ideas from the readers.

Submission should be on 8-1/2 by 11 inch paper, typed, double spaced. It should include:

- purpose of the idea, or materials;
- age group recommended for use;
- description of how idea, activity, or materials are used;
- and the potential benefits of the idea, activity, or material.

Submission should also include submitter's name and address, affiliation, and position.

Send ideas for "From The Classroom" to:

Ralph Flood
Assistant Editor
Reservoir Road
Wallkill, NY 12589

*Observed in a fourth-grade classroom,
Ostrander Elementary, Wallkill New York:*

This activity is used to liven up spelling drill. After students have had a spelling list for two or three days, the following game is played.

One student (list-keeper) goes to the front of the room with the spelling list. A second student (leader) goes to the front of the room and secretly chooses one word from the list, showing the word only to the list-keeper.

1. The leader calls on a classmate.
2. The classmate, from memory, selects a word from the list and asks, "Is the word ____?" and spells the word.
3. If the classmate spells the word incorrectly, the leader responds, "You spelled the word incorrectly" and selects another student.
4. If the leader responds, "You spelled the word incorrectly" but the word was spelled correctly, the two students switch places and the game resumes with the new leader choosing a new word.
5. If the student who asks, "Is the word ____?" spells it correctly and it is not the chosen word, the leader responds, "No, it is not ____" and spells the word. If the leader spells the word incorrectly, the students switch places, the new leader chooses a word, and the game continues.
6. If the student who asks, "Is the word ____?" spells the word correctly and guesses the mystery word, the students change places, the new leader selects a "mystery" word and the game continues.
7. The game should continue for a set period of time. When the time is up, whoever is the leader at that time becomes the first leader the next time the game is played.

If a behavior management system is being used which allows students to save points, a class bank can be set up. The students can then be paid by a check designed after a bank check. Students can deposit their points, filling out a deposit slip, and record their points in a bank book, both designed after a local bank's. To withdraw points, a withdrawal slip (again, modeled after one used by a local bank) could be used. Interest could also be paid periodically.

In addition to eliciting appropriate behaviors, this process also introduces students to banking.

To help students see sequence and experience a sense of accomplishment, make two lists on the blackboard or chart paper (flannel board may also be used). One list is labeled, "Things To Do Today" and the second, "Things Completed Today." Place subjects (reading, math, art, etc.) or specific assignments on the first list at the beginning of the day, as the day is being discussed with the students. As "things" are completed, move them to the completed list.

*Observed in a second-grade classroom,
Plattekill Elementary, Wallkill, New York:*

This technique structures the use of a single computer in the classroom.

Each student's name is written on a clip-on clothespin. A strip of oaktag is hung on the wall alongside the computer. A drill activity is "booted" in the computer. The students rotate, according to the order of the clothespins. When a student (or student pair) has completed the computer activity, the student removes the clothespin with his/her name, and places it in a basket by the computer. Clothespins could also be coded by color according to any grouping scheme used in the room (reading groups, math groups, etc.).

*Observed in a first-grade classroom,
Leptondale Elementary School, Wallkill, New York:*

To indicate activities that are allowed for free time, pictures of the activities or centers are hung on the board. If the picture of a center is displayed, the center is "open." If the picture of a center is not displayed, the center is "closed."

by:

Ralph Flood
Assistant Editor
PERCEPTIONS

CURRENT ISSUES IN SPECIAL EDUCATION

by Myrna Calabrese

Myrna Calabrese is a Special Education Training and Resource Center (SETRC) trainer with Ulster County Board of Cooperative Educational Services. She has been working in the field of special education for the past fourteen years. Her column, Current Issues in Special Education, will appear as a regular part of PERCEPTIONS.

NEW YORK EDUCATION DEPARTMENT RESOURCES

The New York State Education Department has designated the statewide SETRC (Special Education Training and Resource Center) Network as an information dissemination facility in relation to the education of children with handicapping conditions. Each SETRC houses specific federal and state published documents that can be obtained free of charge by interested parties.

The following publications are available from your local/regional SETRC:

Code of Federal Regulations, Part 300, revised 7/1/88

Section 504 of the Rehabilitation Act of 1973, amended 11/7/88

Family Educational Rights and Privacy Act, amended 12/31/73

Family Educational Rights and Privacy Regulations, amended 4/11/88

Article 89 (NYS Education Law) Children with Handicapping Conditions, 9/88

NYS Regulations of the Commissioner of Education, Part 200, 2/26/87

Amendments to Part 200 of the Regulations of the Commissioner of Education, 2/27/87 - 3/1/89

Article 81 (NYS Education Law) Education of Children Residing in Child Care Institutions, 9/88

Guidebook for Committees on Special Education

A Parent's Guide to Special Education (English, Spanish, and Chinese)

Alternative Testing Techniques for Students with Handicapping Conditions, 5/86

Counseling as a Related Service, 1980

The Vocational Assessment of Students with Handicapping Conditions, 3/89

New Legislation and Regulations for Provision of Special Education Services for Pupils with Handicapping Conditions Ages Three and Four, 8/89

FROM THE STACKS

by

Joseph Trippi, Ph.D.

The purpose of this column is to share information regarding education, management, and other issues pertinent to working with children and youth who may be classified as emotionally disturbed. Heretofore, I have been reviewing some of the literature and reporting on that which seemed meaningful. With the knowledge that there is much going on in the field, the PERCEPTIONS staff invites you to participate in the writing of "From The Stacks."

We cordially urge you to submit any information which you think will be of interest to our colleagues. Your submissions may be photocopies of original articles or other printed matter that we will summarize for the column. Please be sure that all of the pertinent reference data as well as your name and address is also included. You may send it to the following address:

Dr. Joseph Trippi
Old Main Building
Room 101C
SUNY College at New Paltz
New Paltz, New York 12561

Stumphauzer, J.S. (1986). *Helping delinquents change*. New York: The Haworth Press.

This is a useful little book written for practitioners who work with delinquent and other youth who may have social/emotional adjustment problems. Anyone should be able to use the information provided without having to wade through a lot of jargon.

The author goes beyond the typical "behavior management" approaches generally promoted in the literature. He gives practical examples of "how-to-do-it," so that one can develop realistic behavior change strategies, monitor, and evaluate their effectiveness for the purposes of determining the next steps in the process.

Social learning theory is the underlying rationale for dealing with delinquent behavior and for learning appropriate behavior. A unique aspect of Stumphauzer's approach is that a serious look is given to the behavior of non-delinquent youth who come from the same neighborhoods as those who do not get into difficulty. The focus here is on understanding the nature of a problem in its realistic context for the purposes of establishing a workable treatment program.

This book is readable, practical, useful, even interesting, and therefore highly recommended for those who are interested in improving delinquent behavior.

Carter, J. and Sugai, G. (1989). Social skills curriculum analysis. *Teaching Exceptional Children*, 22(1), 36-39.

Many students with behavioral disorders are viewed as socially incompetent because of such excesses as name-calling, verbal

outbursts, classroom disruptions, and other deficiencies like withdrawal and avoidance. These social skill problems cause pupils to be avoided by their peers and to be judged ill-favorably by important others in their social environment. Of great concern is that these social skill problems can persist into adult life.

The authors contend that social skills should be taught (just as academics) using instructional, practice, and feedback strategies. To do this, they indicate that, in addition to knowing more about social skills curriculum content, teachers should be able to select and analyze those which are effective. Further, Carter and Sugai suggest that teachers must also consider various practical factors which may influence implementation of a social skills program. In this regard, guidelines for analyzing a social skills curriculum are offered.

Since there are so many varied social skills curricula on the market (no one of which is optimal), choosing among them may be overwhelming. Using the guidelines provided in this article can aid in selecting components from among them which may be most effective with individual students.

The Executive Committee of the Council for Children with Behavior Disorders. (1989). Position Paper: School discipline policies for students with significantly disruptive behavior. *Behavior Disorders*, 15(1), 57-61.

This article presents the Council for Children with Behavioral Disorders' position on policies for dealing with both handicapped and non-handicapped students who exhibit significantly disruptive behavior. The Council's position holds all students to appropriate standards of behavior (including those classified as behavior disordered), "... while simultaneously creating flexibility for special educators and general school Administration." They hold that flexible unified discipline policies can meet the needs of schools as well as the legislative mandates to which they must abide.

The Council is concerned that most school discipline policies are suggested punishments, which typically result in various forms of exclusion. In addition to suspension and expulsion, these include strategies such as "in-school suspension, home-bound instruction, shortened school day, referral to alternate schools, ignored truancy and administrative transfer."

The Council is against the use of these strategies when they exclude students from the school program. Its position is that discipline must be thought of in terms of training and instruction, designed to attain proper conduct as well as the implementation of techniques which are "... designed to assist in the development of that conduct."

Guidelines for the creation of a flexible, unified discipline policy are offered. This is required reading for all teachers and school administrative staff. It should lead to some serious reconsideration of school discipline policies.

COLLEGE GRADUATE CREDIT

The ANYSEED Professional Development Division, in conjunction with the 25th Annual Conference Committee and the Institute for Staff Development in Education at SUNY, New Paltz, are pleased to announce the establishment of a three-hour graduate course associated with the 25th Annual ANYSEED Conference, April 6,7,8, 1990.

Course: 39593, Contemporary Issues and Problems in Working with Emotionally Disturbed Children

Description: Issues and problems related to working with emotionally disturbed children, as identified in the conference sessions, will be considered. In-depth analysis of the major concerns will be carried out through independent study and through practical application of the information required. Full conference participation is required.

General Course Requirements: Students are required to

- 1.) Attend the full 25th Annual ANYSEED Conference.
- 2.) Attend class sessions scheduled for April 5, 1990, at 7:30 pm, and April 8, 1990, at 10:00 am.
- 3.) Summarize and analyze each of the workshops attended.
- 4.) Propose an independent project that applies information acquired from the conference sessions.
- 5.) Be available for individual consultations with the course instructors with respect to the proposed independent project.
- 6.) Implement and evaluate the independent project.
- 7.) Submit written report by July 13, 1990.

Detailed guidelines for course requirements will be distributed in the first class meeting.

Registration Deadline: March 9, 1990

Fees: \$200, in addition to the conference fee. Make money order or bank check payable to ANYSEED, and mail to: Robin Mason, ANYSEED Professional Development Division, 1820 Fairport Nine Mile Point Road, Rochester, New York 14526.

Registration Information: When sending the fees (\$200 and conference fee), please enclose the following information: Name, Address, Home Telephone, Work Telephone, and Present Work Position.

ENROLLMENT OPEN ONLY TO REGISTERED CONFERENCE PARTICIPANTS. REMEMBER TO FORWARD COURSE REGISTRATION AND CONFERENCE REGISTRATION FEES AND REGISTRATION FORMS FOR EACH. ALL FEES MAY BE COMBINED INTO ONE MONEY ORDER. The Executive Board of ANYSEED encourages early registration for the above course to avoid being closed out. This course is intended for persons willing to assume responsibility for independent study work and who have demonstrated competencies in this area.



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CONRAD HECHT MEMORIAL FUND

Conrad Hecht was the President of ANYSEED in 1968-69. Following his untimely death, a memorial fund was established to honor a special education student or agency. As a member of ANYSEED, you have the opportunity to nominate your choice for the recipient of this grant, which will be presented annually at the ANYSEED Conference.

The vehicle for nominations is a form sent to each member upon joining ANYSEED. The following is a sample of the format, which may be modified by the Executive Board:

Name of Nominee: (Student, School, Agency)
Home Address:
Telephone Number:
School Address:
Telephone Number:
Submitted By: (Name of ANYSEED Member)
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:

ANYSEED Member for the 1989-90 year? ☐ Yes ☐ No

Biographical Sketch: (Student)

Historical Background: (School or Agency)

Program Goals: (Student/School/Agency)

Achievements: (Student/School/Agency)

Attach two (2) letters from teachers or professional affiliates to illustrate merit and/or program commitment.

Return to:

Sue Schleef
7541 Chestnut Ridge Road
Lockport, NY 14094

Midwest Symposium For Leadership In Behavior Disorders

BEHAVIOR DISORDERS
In the context of
CULTURE & COMMUNITY
February 22-24, 1990
HYATT REGENCY HOTEL

Kansas City, Missouri (Near Crown Center Plaza And Westport)

Contact: LINDA EDWARDS, SCHOOL OF EDUCATION
UNIVERSITY OF MISSOURI - KC
5100 Rockhill Road, Kansas City, MO 64110
(816) 276-2254

STEVEN J. APTER AWARD

The Steven J. Apter Award will be presented annually at the ANYSEED Conference. Members of the organization are invited to submit nominations of deserving individuals. Each candidate will be carefully screened and a finalist will be determined by the ANYSEED Executive Board. The format is as follows:

Name of Nominee:
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:
Submitted By: (Name of ANYSEED Member)
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:

ANYSEED Member for the 1989-90 year? ☐ Yes ☐ No

Biographical Sketch: (Include personal data and educational background.)

Professional Development: (Participation in professional organizations and service on committees, workshops and conferences in the area of special education.)

Educational/Civic Service: (Membership in philanthropic organizations as well as personal efforts in improving education and social conditions of handicapped youth.)

Attach a total of two (2) letters from professional associates and supervisors illustrating the following: research/scholarship, leadership, professional achievement, commitment to handicapped youth. In addition, submit three (3) references that may be contacted for additional information.

Return to:

Sue Schleef
7541 Chestnut Ridge Road
Lockport, NY 14094

The ANYSEED Executive Board in 1986 established two awards which have been presented at our annual conference. The Steven J. Apter Award is presented to an outstanding individual in the field of special education and the Conrad Hecht Memorial Mini-Grant, given to honor a special education student or agency.

In 1988, the Executive Board, to recognize two devoted and longtime members of ANYSEED, established the Ted Kurtz Teacher Achievement Award, which will be presented to a deserving teacher and the Everett Kelley Award, in recognition of the spirit of paraprofessionals or volunteerism.

Any current paid member of ANYSEED may nominate individuals for these awards. Each candidate will be screened carefully and the recipients will be announced at the annual conference.

Any questions or concerns can be addressed to:

Sue Schleef - Awards Chairperson
7541 Chestnut Ridge Road
Lockport, NY 14094

EVERETT KELLEY VOLUNTEERISM AWARD

The Everett Kelley Award was established in recognition of the spirit of paraprofessionals or volunteerism. Ed has dedicated a lifetime to ANYSEED, bringing PERCEPTIONS to its status today: a nationally recognized journal. In honoring our paraprofessionals or volunteers with the Everett Kelley Award, we are saying thank you to a man who always gave of himself.

Name of Nominee:
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:
Submitted By: (Name of ANYSEED Member)
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:

ANYSEED Member for the 1989-90 year? ☐ Yes ☐ No

Biographical Sketch: *(Include personal data and educational background.)*

Professional Development: *(Participation in professional organizations and service on committees, workshops and conferences in the area of special education.)*

Educational/Civic Service: *(Membership in philanthropic organizations as well as personal efforts in improving education and social conditions of handicapped youth.)*

Attach a total of two (2) letters from professional associates and supervisors illustrating the following: research/scholarship, leadership, professional achievement, commitment to handicapped youth.

Return to:
Sue Schleaf
7541 Chestnut Ridge Road
Lockport, NY 14094

TED KURTZ TEACHER ACHIEVEMENT AWARD

The Ted Kurtz Teacher Achievement Award will be presented annually at our yearly conference to a deserving teacher. In establishing this award, we will be honoring a person who has been a strong, steady influence to not only the people of ANYSEED but the students and teachers of New York State. The format is as follows:

Name of Nominee:
Home Address:
Telephone Number:
School/Agency Address:
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Submitted By: (Name of ANYSEED Member)
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:

ANYSEED Member for the 1989-90 year? ☐ Yes ☐ No

Biographical Sketch: *(Include personal data and educational background.)*

Professional Development: *(Participation in professional organizations and service on committees, workshops and conferences in the area of special education.)*

Educational/Civic Service: *(Membership in philanthropic organizations as well as personal efforts in improving education and social conditions of handicapped youth.)*

Attach a total of two (2) letters from professional associates and supervisors illustrating the following: research/scholarship, leadership, professional achievement, commitment to handicapped youth.

Return to:
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Did you know that ...

- *ANYSEED is approaching its 25th successful year?
- *Its journal, PERCEPTIONS, is one of a few journals devoted to the needs of the educational practitioner?
- *PERCEPTIONS is read by educators in over 35 states?
- *PERCEPTIONS is a highly successful journal devoted to the education of students with emotional disturbances?

TIPS FOR AUTHORS

Submitting manuscripts to PERCEPTIONS

1. Direct your article to the needs of the practitioners.
2. Cite appropriate, current journal articles and other references.
3. Stay with the main point of the article and be direct with the essential information that you wish to present.
4. List major points and key ideas. Use charts and tables when necessary.
5. Conclude your article with how educators could use the information in your article.
6. Use APA Style within the text and in the reference section at the end of the article:

Within Text

Michael (1990) noted that it was time to renew one's subscription.

It is time to renew one's subscription (Michael, 1990).

Michael (1990) stated word for word, "Renew your subscription" (p. 8).

"Renew your subscription" (Michael, 1990, p. 8).

Reference Section

Flood, C. & Flood, R. (1989). Living with David: Excerpts from the parents' diary. *Perceptions*, 24, 18-21.

Hewett, F.M. (1968). *The emotionally disturbed child in the classroom*. Boston: Allyn & Bacon.

Redl, F. (1965). The concept of a therapeutic milieu. In N.J. Long, W.C. Morse, & R.G. Newman (Eds.), *Conflict in the classroom: The education of emotionally disturbed children* (pp. 218-226). Belmont, CA: Wadsworth.

7. PROOFREAD your article for grammar, spelling, punctuation, organization, etc.
8. Feel free to contact the editor with any questions or concerns.

Advertisements

Advertisements in the quarterly journal, PERCEPTIONS, reach many people throughout the country. Teachers, administrators, therapists, parents, and state education officials make up much of the readership of PERCEPTIONS.

The advertising rate schedule is as follows:

Advertisement	One Time	Two Times	Year
1/3 Page	\$75	\$125	\$200
1/2 Page	\$125	\$200	\$350
Full Page	\$200	\$300	\$500
2-1/4 x 3-1/2"			
boxed classified	\$25	\$50	\$80

For additional information, please contact:

Jim Burke
Wood Road School
Wood Road
Centereach, NY 11720

It is the goal of ANYSEED to provide its membership with timely and useful information and training, as well as to act as an advocate, insuring the most efficient and appropriate delivery of services possible to individuals with emotional disturbance. In accomplishing these objectives, ANYSEED uses membership fees and annual conference revenues to support its operations. The membership year runs from September 1 through August 31.

Membership benefits include:

1. quarterly issues of PERCEPTIONS
2. periodic special interest mailings
3. reduced rates at the Annual State ANYSEED Conference
4. reduced rates at local chapter conferences and workshops
5. legislative advocacy vis-a-vis state standards and regulations governing people with handicapping conditions.

For further information concerning ANYSEED, please contact the membership coordinator:

Jim Burke
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LIFE SPACE INTERVENTION

A FIVE-DAY ADVANCED TRAINING PROGRAM

TAUGHT BY: Dr. Nicholas Long

SPONSORED BY: The Institute of Psychoeducational Training

MAY 7 - 11, 1990

TRAINING OBJECTIVE:

This training program is for professionals who work with troubled children and youth, and who want to become skilled in Life Space Interviewing. Based on Fritz Redl's concepts, this training program will demonstrate specific intervention skills in how to respond to a student's crisis that results in student insight and responsibility instead of self-deprecation and defensiveness. Dr. Long and Dr. Wood's new book, *Talking with Children and Youth In Crisis: A Psychoeducational Guide for Life Space Intervention*, will be utilized as a primary text for this training. Participants will receive their own copy.

TRAINING PROGRAM CONTENT

DAY 1:

Registration, Orientation, and a Review of Baseline Crisis Management Concepts and Skills, such as: Conflict Cycle ... The Dynamics of Aggression ... Passive Aggression ... Dependent and Depressed Students ... Surface Management ... The Relationship between your History and Comfort with Select Students ... Assigned Personal Videotape Feedback Times ... Assigned Readings.

DAY 2:

Brief Review of History of LSI ... Outline of the LSI Process ... Decoding and Actual Listening Skills ... Practicing Emotional First-Aid Skills ... Establishing the Time Line of a Crisis Incident ... Structured Peer Feedback ... Assigned Readings.

DAY 3:

Theory, Practice, and Feedback on the Reality Rub Interview and the Symptom Estrangement Interview ... Assigned Readings.

DAY 4:

Theory, Practice, and Feedback on the New Tools Interview, the Massaging Numb Values Interview, and the Manipulation of Boundaries Interview ... Assigned Readings.

DAY 5:

Performance Examination. Each participant is given a different crisis situation which he/she must manage successfully by selecting and carrying out the appropriate LSI Interview. This performance examination will be evaluated by 3 independent raters. A Certificate of Competence will be awarded to those participants who meet the criteria of success and who have attended all sessions. Day Five ends with the Final Wrap-Up Luncheon.

DR. NICHOLAS LONG, Ph.D., is recognized nationally for his advanced contributions to promoting and expanding the use of LSI to emotionally disturbed children and youth. Dr. Long was trained by Dr. William Mose and served as the Director of the Children's Treatment Center at the National Institute of Mental Health under the direction of Dr. Fritz Redl. Dr. Long was the Executive Director of Hillcrest Children's Psychiatric Center in Washington, DC, from 1962-1972. He founded and directed the Rose School, a public psychoeducational day treatment program for severely disturbed students from 1972 to 1990. This program was operated by the District of Columbia Commission of Mental Health: Children and Youth Services. Currently, he is Professor of Special Education at American University and a licensed clinical psychologist. Dr. Long also is a co-author of *Conflict in the Classroom*, *Teaching Children Self-Control*, and *Life Space Intervention*. In addition, he is known for his video programs such as, "Helping Troubled Children," "The Anger From Within," and the Rose School Video Program.



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TEACHING METHODOLOGY:

The process of instruction will involve:

- Presentation of Theory and Concept
- Role-Playing of Intervention Skill
- Video presentation and/or modeling of Intervention Skill
- Structured peer feedback of participant's performance

Each group will select one member who will meet with Dr. Long to review and evaluate the day. Participants will be assigned to a different group of five peers each day.

PARTICIPANT QUALIFICATIONS

This training program will be limited to SIXTY applicants on a first-come, first-served basis, except that selection will be based on the following:

1. Applicant must have Masters Degree in Special Education, Counseling, Administration, Social Work, Psychology, or Nursing.
2. Applicant must have a minimum of five years of direct work with troubled children and youth.
3. Applicant must come with one or more colleague(s) from the same school system, agency, institution, etc., for peer support and counsel during the training sequence.
4. Applicant must commit a full workweek to this training, including evening readings and preparations.
5. Applicant will sign a video release form for a personal videotape feedback session.
6. Applicant will participate in role-playing sessions.
7. Applicant will agree to direct feedback from peers and trainers about one's performance.
8. Applicant understands that this is a serious and demanding training program.

COSTS

The \$525.00 discounted tuition fee includes: one training manual (text), training examples, evaluation forms, videotaping, and videotape analysis. Inquire concerning 3 hours of college graduate credit. Each participant will provide for his/her own room-and-board cost.

Preferential Group Rate Arrangements (including room, meals, and gratuities) have been made with a Catskill resort facility. Hotel Registration Rates and Forms available.

CONTACT:

Mr. Everett F. Kelley
14 Maple Street, Scottsville, NY 14546-1223

Tuition fee, made payable to THE INSTITUTE OF PSYCHOEDUCATIONAL TRAINING, should be remitted ASAP to guarantee limited space.

Registration Discount Deadline: March 30, 1990

(Registration fee increases to \$575.00 after March 30, 1990)

Inasmuch as costs for this training program are based on limited registration, cancellations received after April 8th will be eligible for only one-half reimbursement, and not considered after April 15th.

**DON'T MISS THIS
TRAINING OPPORTUNITY**



NOTICE—NOTICE—NOTICE

The ANYSEED Executive Board at their meeting on November 15th, 1985 voted unanimously to discontinue distribution of free issues of PERCEPTIONS to its mailing list and/or other interested persons. Future free distribution will be made ONLY to members of ANYSEED. This policy took effect with the first issue following the 1986 Special Conference Edition. The Board established an \$8.00 per copy price for individual issue requests and a \$30.00 annual subscription rate for this quarterly publication. Institutional subscription rates were set at \$10.00 per individual issue or \$36.00 per annual subscription. Institutional multiple copy rate will be \$100.00 for ten (10) copies of each quarterly issue.

Subscription requests will be accepted in any year to commence with the Fall issue. Non-members wishing to subscribe should complete the following form and return it with their remittance.

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title of article
name of author(s), affiliation
address(es) of author(s)
telephone number(s) of author(s)

Authors assume responsibility for publication clearance in the event that any or all of the article has been presented or used in other circumstances. Authors assume the responsibility in the prevention of simultaneous submission of the article. The editors have the right to make minor revisions in an article in order to promote clarity, organization, and appropriateness. Though manuscripts will not be returned to the author, notification will be given as to receipt of the article. Manuscripts should be sent to:

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New Paltz, New York 12561

ANYSEED

Chartered by the Board of Regents.

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☐ I am a full-time student. Enclosed is my \$15.00 dues for the year through August 31. (This membership requires the counter-signature of your Department Chairman.) Select a local chapter affiliation by checking a box at the left.

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Signature of Department Chairman _____

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☐ Conrad Hecht Memorial Fund _____

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MEMBERSHIP YEAR 9/1 THROUGH 8/31

Perceptions

A Quarterly Publication of Association of New York State Educators of the Emotionally Disturbed
A Journal for Practitioners

Volume 25, Number 2

Winter 1990

**ANYSEED's
25th Annual Conference
April 6,7,8 1990
Syracuse Marriott Hotel**

ANYSEED

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A Quarterly Publication of Association of New York State Educators of the Emotionally Disturbed
A Journal for Practitioners

Volume 25, Number 3

Spring 1990

**WORKING
TOGETHER**

A Quarterly Publication of ANYSEED

A Journal For Practitioners

Winter 1990
Volume 25
Number 3

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Publication Design
Advertising Arts & Promotions
595 Blossom Road
Rochester, N.Y. 14610

Printing
Monroe Reprographics

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The Association of
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the Emotionally Disturbed

Articles in PERCEPTIONS are indexed
in ERIC'S Resources In Education

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The advertisements and views expressed in PERCEPTIONS are not necessarily endorsed by the general membership or executive board of ANYSEED.

Statement of Purpose

PERCEPTIONS is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

PERCEPTIONS is a publication sponsored by the Association of New York State Educators of the Emotionally Disturbed.

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title of article
name of author(s), affiliation
address(es) of author(s)
telephone number(s) of author(s)

Authors assume responsibility for publication clearance in the event that any or all of the article has been presented or used in other circumstances.

Authors assume the responsibility in the prevention of simultaneous submission of the article. The editors have the right to make minor revisions in an article in order to promote clarity, organization, and appropriateness. Though manuscripts will not be returned to the author, notification will be given as to receipt of the article. Manuscripts should be sent to:

Dr. Robert J. Michael, Editor PERCEPTIONS
Old Main Building 112
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FROM THE EDITORS

We often hear people talk about how isolated or lonely they feel as they pursue their careers in education. We often hear how people hesitate to try out new ideas or approaches on their own. We often hear how dissatisfied and depressed people can get with their jobs. A most important factor in the careers of the editors of this journal has been the opportunity and experience of working together, discussing viewpoints, and sharing ideas.

ANYSEED, like the editorial position in *Perceptions*, provides an opportunity for strong and enduring relationships among educators to be built. As an organization, times are provided to meet people in the field, share ideas, and build ongoing support and communication. Such possibilities help each and every educator feel part of a profession with value and vitality.

Lynn Van Eseltine Sarda
Robert J. Michael
Editors

A MESSAGE FROM THE PRESIDENT

Dear Members,

It doesn't seem possible that another school year is coming to an end, and so does my term as president. For me, it has been a very rewarding one. Our membership continues to grow and another successful conference, the 25th, was held in Syracuse.

I would like to thank the officers and board members who served with me. Their support, dedication, and love have guided me through the year.

ANYSEED has always been a lifeline for me in my teaching career, and I will continue to remain active.

The final board meeting of the 1989-90 year will be held at 1:00 pm, July 20th, on the campus of State University College at New Paltz. All members are welcome to attend and give your input.

Thanks again to all of you and especially Russ Dalia - our conference chairperson. Have a happy and safe summer!

Sincerely,

Dolores Calandra
President

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RE-EDUCATING HIGHLY RESISTANT EMOTIONALLY DISTURBED STUDENTS

by

Nicholas J. Long

Nicholas J. Long, Ph.D., is a Professor of Special Education at the American University and founder of the Rose School, Washington, DC.

A few months ago, I was talking with several of my colleagues who direct special classes, alternative school, day treatment programs, and residential centers for emotionally disturbed children and youth. During the conversation, we spontaneously developed a consensus regarding the characteristics of the new students we were asked to re-educate. We agreed that, over the past ten years, our new students not only have more severe emotional problems, learning disabilities, and chronic destructive social experiences than our former students, but also our new students are more resistant to accepting our therapeutic help. They frequently enter our programs with open defiance instead of a honeymoon period, and they frequently seem motivated to avoid interpersonal closeness, not to learn, and to reject all attempts to make their program rewarding.

The intensity of their resistance reminded me of aggressive delinquent boys I worked with at NMIH when Dr. Fritz Redl was replicating his classical study on "The Aggressive Child." Like Redl's group, our new students seem to have similar characteristics to the "Children Who Hate." For example, they:

- 1.) have low frustration tolerance
- 2.) react to insecurity, anxiety, or fear with rapid, extreme measures of panic, flight, or ferocious attacks
- 3.) have low resistance to temptations to behave unacceptably from situations, gadgets, or the contagious behavior of others
- 4.) are vulnerable to high levels of excitement stimulated by group excitement
- 5.) respond to inner surges and impulses without restrictions or sublimation
- 6.) are unable to prevent or deal with past emotional memories flooding the entire system and dominating a present life event
- 7.) have fewer guilt feelings when the conscience should be working, and are unable to take corrective action to assuage their guilt
- 8.) are unable to see their own contribution in a chain of events
- 9.) are unable to switch to inner control when external controls on behavior are withdrawn
- 10.) have exaggerated demanding and rejecting reactions to trusted adults who offer acceptance and relationship
- 11.) are unable to recall and revive memories of previous satisfactions, achievements, or pleasures when a present life event proves unsatisfactory
- 12.) have a lack of realism about rules and regulations
- 13.) have difficulty with concepts of time, postponement of an event, or future consequences
- 14.) are unable to learn from past experience about future

- situations, whether pleasant or unpleasant
- 15.) have an impaired ability to draw realistic inferences from what happens to others
- 16.) have exaggerated reactions to failure, success, and mistakes
- 17.) have an impaired ability to react constructively to competitive challenges of sports and games
- 18.) fail to use rational problem-solving in times of social crisis (Redl & Wineman, 1957).

These resistant students are not going to "buy into our program" because the staff are available and healthy, the program is structured and consistent, and the instructional methods are individualized and positive. If we are going to make a difference with these students, we need to understand the power of their pathology or deviancy before we can develop an effective re-education program.

PATHOLOGY AS A FORM OF ADJUSTMENT

The power of health is strong in children, so it is not easy for them to become emotionally ill. To overwhelm the forces of health, children need to experience early and chronic psychological and physical abuse or neglect. A survey of our new students entering Rose School documented that their world was a series of psychological life and death struggles over which they had no control. The majority of these students experienced ten or more years of intense psychological failure regarding their psychosocial stages of development. As a result, they internalized basic feelings of mistrust, personal shame, guilt, and inferiority instead of feelings of trust, autonomy, and initiative. To protect themselves from any future feelings of worthlessness and helplessness, they developed their own "psychological shield" or "survival bubble." This involved a painful psychological process in which differences between people disappear and a rigid stereotyped way of perceiving, thinking, feeling, and behaving towards adults emerge. This internalized psychological organization is what I call their "Pathological Self" or "Identity of Deviancy", since it allows them to predict and control the outcome of any present or future interpersonal relationship. To know in advance what will happen in any future relationship provides them with a psychologically false but secure sense that they have control over their lives and over their feelings of helplessness.

This pathological self becomes the core of their personalities and these students will hold on to their image regardless of what diagnostic label is given them or what special education program they are assigned. To maintain their pathological self, these students need to create a predictable reality by engaging adults in endless and absurd power struggles. For instance, if the students believe people are hostile, they force them into counter-aggressive behavior. If the students believe people are neglectful and

uncaring, they force them into situations where they will ignore or forget about them. If the students believe the world is too dangerous and demanding, they seduce adults into rescuing them from the fear of anxiety and responsibility. Unfortunately, these students' behaviors are designed not only to frustrate and depreciate attempts to reach out to them, but also are designed to have the adults mirror their unacceptable behavior until the students are successful in fulfilling their original prophecy about adults.

CLASSROOM EXAMPLES OF HIGHLY RESISTANT STUDENTS

To highlight the effectiveness and variation of highly resistant students, the following five classroom observations are presented. The messages these students send their teachers, counselors, and therapists are loud, precise, and clear. These students view the helping adults as enemies, opponents, and adversaries, and they behave like a loaded gun ready to go off. Under the slightest provocation, these students will rant, rave, scowl, snap, yell, and protest every attempt to help them. Their goal is to get the helping adult to fight with them or to act in impulsive, foolish, deranged ways.

OBSERVATION 1 - It's a Prison Here

E., a large 12-year-old boy, is sitting at his desk, completing his morning work. He raises his hand and asks for permission to get a drink of water. The teacher approves. E. stands up, but instead of leaving the classroom, he walks over to C.'s desk and starts talking to him. C. responds and E. pats C. on the head, laughs, and grabs his paper. C. grabs it back and shouts, "Your sister!"

The teacher intervenes and says, "E., you are more interested in causing trouble than getting a drink, so just forget it and return to your desk."

E. reacts as if he had been slapped, shouting, "What a gyp! You can't even get a d___ drink in this school. This is not a school. It is a prison. I could die of thirst and you wouldn't care!" He walks back to his desk, slams a book closed, and looks sullen.

OBSERVATION 2 - Blowing Up

All of the pupils are on task this morning. E., who is in the active resistance stage, is humming as he works. The teacher walks over to him and says politely and quietly, "E., could you please hum later?"

E. screams at the teacher and says, "Can you talk later?" The teacher is not prepared for such an outburst of aggressive feelings. One's natural impulse is to become counter-aggressive and show E. who is boss of the class.

OBSERVATION 3 - Sexual Embarrassment

Ms. C., a student teacher, is instructing a group of four pupils in fractions. Her pencil breaks, and she asks spontaneously, "Does anyone have an extra pencil?"

D. jumps up, although he is sitting at the next table, puts a magic marker between his legs, waddles up to Ms. C. and says, "Here it is, take it!"

The group laughs. Ms. C. looks shocked and says, "Do you have a different color?"

The group laughs again, but D. answers, "Yeah, which one do you want?"

OBSERVATION 4 - You Want Me to Fail

P. is given his Friday spelling lesson, which was carefully prepared to reinforce the words he has learned during the week. P. looks at it briefly, throws it on the floor and says, "What?! You want me to do all this? You know I can't do it. You want me to fail, don't you? You really enjoy it when I don't do well. Well, I'm not going to do it and give you the pleasure of seeing me fail!"

OBSERVATION 5 - Sex and Aggression Will Upset You

Another common example of active resistance occurs when a student becomes upset and fuses aggressive and sexual feelings into obscene language and/or lewd pictures. It is a double-barreled blast that can violate a teacher's background and moral upbringing and create an explosive new power struggle with the teacher. Many of our students feel more comfortable fighting about inappropriate language than talking about fears of failure, closeness, or disappointment.

These five observations demonstrate how difficult it is to help these highly resistant students. They distort the adults' intentions and behaviors so it appears that the adult is hostile, punitive, rejecting, and uncaring. Simultaneously, these students will systematically involve the adult in a variety of power struggles, hoping the adult will take on their deviant behavior. They want the adult to mirror their aggressive, passive, or hysterical behaviors. If these students succeed in creating their feelings and behaviors in the adult, they realize their self-fulfilling prophecy and they have the behavioral evidence they want. They have the proof that this helping adult, like all adults in their lives, is hostile and rejecting. It is just as they predicted it would be. It's a familiar experience which makes their world comprehensible and manageable. Their basic assumption about life is reinforced; therefore, there is no need for them to alter or change their pathological self-image or behaviors. Their defenses have successfully protected them from accepting any therapeutic help, even though their behaviors may cause them to be punished or excluded from the program.

TEACHER SURVIVAL AND COPING SKILLS

To survive and help these resistant students, the following paradigm and five interventions are proposed.

THE CONFLICT CYCLE PARADIGM (or, How Not to Struggle in a Power Struggle):

To understand why and how competent teachers find themselves in such a painful struggle with resistant students, the Conflict Cycle Paradigm was developed. This paradigm (see Figure 1) describes how the interaction between a student and a teacher follows a circular process in which the attitudes, feelings, and behaviors of the teacher are influenced by and, in turn, influence the attitudes, feelings, and behaviors of the student. During a stressful incident, this circular process becomes a conflict cycle, creating additional problems for the student and the teacher. Once in operation, this negative interplay between student and teacher is extremely difficult to interrupt. For example, we know that students under stress behave emotionally rather than rationally. They are controlled more by feelings than by logic. They protect themselves from physical and psychological pain by becoming defensive, primitive, and regressive. If the teacher reacts to these inappropriate behaviors impulsively or indignantly, a power struggle develops in which

understanding and helping disappear and "winning" becomes the only acceptable outcome for the teacher. To understand the dynamics of the Conflict Cycle, the following five circular steps are presented.

STEP 1. SELF-CONCEPT

Children's self-concepts consist of their collected views and perceptions of themselves and the kind of person they feel they are. This includes all of their values, beliefs, and images and whether they think themselves bright or dull, mature or infantile, healthy or sick, friendly or fearful, attractive or unattractive, verbal or nonverbal, coordinated or uncoordinated, and so on. What children believe about themselves is more important in determining their behavior than is any list of objective facts about them.

A central part of the self-concept for emotionally disturbed students is the development of their self-fulfilling prophecy. It is their characteristic way of perceiving, feeling, thinking, and behaving that helps them manage the pain of parental abuse, intense disappointment, and loss. Just as a primitive tribe tries to interpret the destructive power of cosmic forces, such as tidal waves or volcanoes, as due to something the tribe has done to offend the gods, emotionally disturbed children have to explain to themselves a life of neglect, physical abuse, unrealistic expectations, and fear. The search for an explanation is necessary for their adjustment. Unfortunately, their attempts to make sense out of their bizarre and incongruent life result in naive and rigid cognitive conclusions. Frequently, the result is such internalized attitudes as:

- "I'm not worthy of love, so don't get close."

- "I should never trust or be dependent on adults if I am going to get my needs met."

- "The world is too dangerous to manage alone, so I need to find someone to rescue me."

- "Anger is dangerous and destructive, so I must never let people know what I am feeling."

The self-fulfilling prophecy of "never trust or need adults" is the basis of the highly resistant student's power struggle and becomes active every time a teacher tries to relate to him in a positive, supportive, and consistent way.

STEP 2. STRESS

Stress is a subjective reaction to external conditions that are real, anticipated, or imagined, and that cause physiological and/or psychological discomfort. Four different types of precipitating events have been identified as causes of varying degrees of stress:

a) Physical stress - lack of food, water, sleep, elimination, or activity.

b) Psychological stress - situations that lead to personal threats, acts of rejection, severe conditions of competition, boredom, conflict between two positive or negative alternatives, and unrealistic aspirations and standards.

c) Reality stress or unplanned events - losing or breaking objects, being unavoidably delayed, having an accident, experiencing a traumatic event or a personal disappointment.

d) Developmental stress - meeting new people, going to new places, separating from friends and settings, taking physical and academic examinations, being responsible for one's behavior at an appropriate developmental level.

Factors influencing the impact of stress on the self-concept are

the duration, frequency, intensity, and multiplicity of stress. For example, stress related to lack of sleep is different from the stress experienced when one simultaneously lacks sleep, is criticized by the teacher, tears one's coat on a nail, and fails a math exam.

STEP 3. FEELINGS

Unfortunately, many students are taught that certain feelings or emotions are bad and unacceptable. When these students experience these unacceptable feelings, they can't tolerate them, so they find ways of getting rid of them by using a host of defense mechanisms such as denial, projection, displacement, rationalization, regression, etc. This is a different reaction from students who have learned to accept their feelings as a natural intrinsic part of life. These students have learned to "own" their feelings rather than being "had" or flooded by their feelings.

Also, students need to distinguish between their feelings and their behavior. For example, it is healthy to feel anger when one has been psychologically depreciated or cruelly discriminated against, although it is not acceptable to assault the offender. It is healthy to experience fear when someone threatens to hurt or abuse you, but it is not helpful to allow it to happen. It is healthy to experience intense feelings of sadness when someone you love dies or moves away, but it is not healthy to withdraw from all relationships. It is healthy to feel guilty when you behave in a way you know is unacceptable, but it is not useful to act out so that others will punish you. It is normal to experience anxiety when you are anticipating a new experience or a new relationship, but it is not healthy to handle this anxiety by drinking or by using abusive drugs. It is normal to feel happiness when you are in love, but it is not helpful to express blatant sexual feelings in front of others. The existence and importance of accepting these feelings are incontestable. The question is, "How are they expressed in behavior?"

STEP 4. OBSERVABLE BEHAVIOR

When students react to feelings of stress by expressing them directly or by defending against them, they usually create additional problems for themselves in their school. Behaviors such as hitting, running away, becoming ill, stealing, teasing, lying, becoming hyperactive, fighting, using drugs, being inattentive, or withdrawing cause students to have difficulty with teachers, peers, learning, and school rules. For example, when a student dumps feelings of hostility for his/her mother on the teacher, an inevitable teacher-student problem develops. When a student becomes depressed because his/her mother is having a baby, he/she may not be able to complete his/her assignments and a learning problem emerges. If this interpretation of behavior is accepted, teachers can understand that the problems students cause in school are not always the causes of their problems. More accurately, the problems students cause in school are frequently the result of the way they have learned to cope with their feelings of stress.

STEP 5. TEACHER REACTION

One of the amazing concepts of interpersonal relationships is that students in stress can actually generate their own feelings and, at times, their behavior in others. For example, an aggressive student can quickly bring out hostile feelings and counter-aggressive behaviors in others. A hyperactive student can make others feel

anxious and act in impulsive, irrational ways. Similarly, a detached student frequently gets others to feel depressed and to ignore him or her. If teachers are unaware of this natural reaction, the student's inappropriate behavior will become reinforced and perpetuated automatically by the teacher's reaction. The phrase, "Do unto others as others do unto you" is an accurate but unfortunate psychological consequence of this negative conflict cycle.

For example, the negative feedback a student receives from the teacher frequently supports the student's original view of self and the world, increasing feelings and causing the student to behave in a more unacceptable and primitive way. As the student's behavior deteriorates, the teacher becomes even more angry and disgusted. Consequently, the teacher reacts in a negative, punitive way, which is perceived by the student as more rejection, intensifying stress, feelings, and behavior. The stress cycle continues around and around until an intense power struggle escalates between the teacher and the student. Logic, caring, and compassion vanish, and the only goal is to win the power struggle. For teachers, the student is seen as the source of the problem. He/she is told to "shape up" and to improve attitude and behavior. If he/she does not, the student is labeled as disturbed, delinquent, dangerous, disgusting, and is usually suspended, transferred, or referred to special education.

It is important to remember that there are no winners when the Conflict Cycle reaches the level of a power struggle. This cycle cannot be broken by asking students in stress to act maturely during intense states of conflict. If change is going to occur, the teachers must accept the primary responsibility for acting in a mature, professional manner.

This assumes that teachers are aware of how students in stress will try to provoke them to act in impulsive, dispassionate, and rejecting ways. For teachers to know in advance what these students are trying to do gives them a professional advantage. To be forewarned is to be forearmed. Their challenge is not to be baited or seduced into a power struggle, but to help students own their feelings and to be responsible for their behavior. Once this concept of not fighting is accepted, specific intervention skills to prevent or break the Conflict Cycle become useful.

INTERVENTION SKILLS

1. Sending "I" Messages and not "You" Messages.

Students in stress will create a variety of intense feelings in the teacher which must be acknowledged. To prevent these feelings from exploding into inappropriate teacher behavior, teachers need to verbalize their feelings by sending "I" messages (e.g., "I'm getting upset," or "I'm troubled by your behavior") instead of "You" messages which escalate the Conflict Cycle ("You are making me mad," or "You are upsetting everyone"). "I" messages are less likely to provoke anger, do not imply right or wrong, open up communication, model verbal control of anger, and more importantly, release teachers' feelings so they can focus on the needs of their students and not on their fear of loss of control.

2. Decoding Student Behavior into Feelings.

Frequently, students in stress do not talk about their feelings, but act them out. They yell, run, cry, and withdraw, or they deny their feelings by saying, "I don't care" or "It doesn't matter to me." Your task is to learn how to decode their words, actions, and body language so they are connected to the student's feelings

and initial source of stress. This is a difficult skill to learn because it also involves reading students' nonverbal behavior and reflecting what they are communicating in a clear and sympathetic way:

"When I see you close your eyes and put your head on your desk, and I listen to you say, 'Nothing's wrong,' I get a different feeling ... (wait for reaction) ... Perhaps you wish your problems would disappear, but I feel you are upset ... (wait for reaction) ... A part of you knows that problems don't go away until you solve them. This is a difficult time for you ... (wait for reaction) ... A lot is going wrong for you right now ... (wait for reaction) ... It is difficult and upsetting to talk about it, but perhaps in a few minutes you can begin to tell me what is troubling you."

Until students can accept their feelings and understand how feelings drive their behavior, they will never be able to accept the full responsibility for their behavior.

3. Pairing Teacher Intervention with Classroom Values.

Highly resistant students have been conditioned to associate adult intervention with adult rejection and hostility. These students find it difficult to believe that teachers are there to help and support, and not to hurt and reject them. As a result, they respond to any consequence as a function of the teacher's personality, i.e., she hates me, he's against me, etc., instead of seeing it as a function of their behavior. This basic distortion of teacher behavior requires that teachers take the time to explain the reasons for stopping or interfering with a student's behavior. Teaching classroom values goes beyond saying who is the boss or the authority in the classroom. Students need to understand that whenever teachers stop their behavior, they are teaching a specific value about how people can live together in a more cooperative way. This means that teachers actively advocate and enforce basic classroom values.

Every student has the right:

- to be protected from physical attack;
- to be protected from psychological abuse;
- to have personal belongings safe;
- to have personal space in the classroom;
- to be in a cared-for physical environment;
- to learn without serious distraction.

Over time, one hopes these students will view teacher interventions not as hostile personal attacks but as acts of protecting and supporting these basic values of group living.

4. The Time for Behavior Modification Programs.

Because students spend so much time resisting the teacher during this stage, the power of the student-teacher relationship is not very strong. During this time, it is more effective to set up specific behavior modification programs or a schoolwide behavior management level system that are directly related to desired student behaviors.

Token reinforcement or contingency programs are recommended over social reinforcement at this time. Social rewards such as teacher praise, approval, or extra time with the staff actually promote student-teacher power struggles. Tangible rewards which are part of a level system, such as points, seem to be successful. This implies determining a clear set of rules, stating which behaviors will be rewarded, selecting the number of points earned per activity, and establishing the values of the different objects or activities that can be earned. Also, we have found that an individual negotiated contract co-signed by a peer is another way of supporting positive behavior while also minimizing the teacher's role in behavior management.

5. Interpreting Consequences as Poor Decision Making.

When a student does not earn points and is not able to purchase a reward, he/she needs to learn that the teacher did not do this, but it was a choice made by the student. In fact, the teacher needs to express that he/she wanted the student to be successful, to participate in the activity, to earn the points, or to go on the trip. The teacher's skill is to help the student overcome the distortion that he/she was a victim and to realize that what happened in the classroom was a function of student, not teacher, behavior.

The message which is sent daily during this stage is "When you choose not to do your work, you are making a poor decision which is self-defeating."

SUMMARY

The task of re-educating highly resistant students forces us to move away from rigid theoretical models to a more comprehensive approach, integrating behavior modification techniques with psychodynamic concepts. Understanding the dynamics of the Conflict Cycle with the specific skills of sending "I" messages,

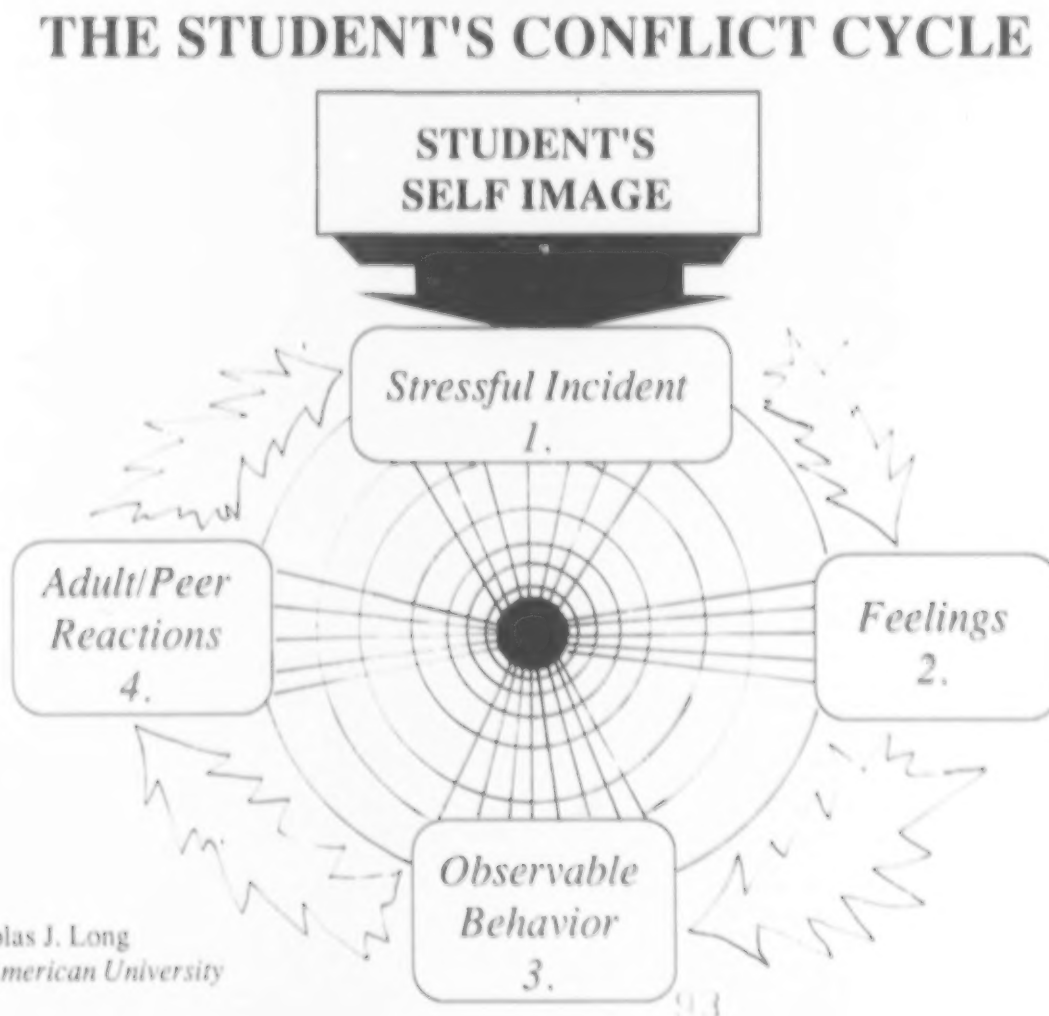
decoding student behavior, pairing teacher interventions with classroom values, behavior modification, and interpreting student consequences as poor personal decision-making combine to create a therapeutic environment which can challenge the power of their "Pathological Self."

Over time, some of these students slowly change their views of the helping adult, and they begin to appreciate the predictability of the classroom rules and values, the support of decoding skills, and the effectiveness of a behavior management level system. As a result, these students begin to give up their open defiance and resistance towards adults and the therapeutic process, beginning trust and personal ambivalence. This change is an important and rewarding time for special educators, since the re-education journey for these troubled students can now begin with new hope instead of chronic resistance.

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Figure 1.



Nicholas J. Long
The American University

THE MAGIC OF A STUFFED ANIMAL

by

Steven Throne

Steve Throne is the Director of Education/Principal at the Astor Learning Center in Rhinebeck, New York. The school is a Residential Treatment Center/Facility for emotionally disturbed children ages five through thirteen. The program was recognized as an Exemplary Elementary School by the New York State Education Department in 1986-87 and by the United States Department of Education in 1987-88.

Having spent the past fifteen years of my professional life in Residential Centers/Facilities for Emotionally Disturbed Children, one would think that few events would offer surprises. Acceptance of absurd behaviors has grown to be the rule rather than the exception. Activities which never occur in a public sector school are predictably consistent in exceptional settings.

Many children routinely return home to find a note on the refrigerator; however, the nurturance needs of children not living at home, particularly those in residential placements, seem to be far greater than the needs defined in "latch key" articles. Many children living in residential environments seem to own a deep-seated loneliness which permeates their lives. Young children who have been freed for adoption are particularly needy. Many of the crises these children experience with teachers and counselors in the residence seem to stem from these roots of loneliness and a nonverbalized need for nurturance. Frequently, small child "restraints" are simply expressions of the need for a hug, or a cry for recognition of existence, coupled with an inability to simply ask (trust) to be appropriately touched. This confusion is enhanced for those children who have been physically and/or sexually traumatized, where the need to touch also equates pain. Distrust is then combined with fear.

In rare instances, something will occur which renders experience and reading extraneous. Sometimes, a child's needs are met by something simple, yet great minds immersed in a discussion of the problem render a complex solution. Occasionally, the "right tool" for the job appears, as if by magic. I term these occurrences "lucking out." The following scenario presents an example of this ...

Three years ago, the agency participated in a program to receive gifts for the children during the holidays. My job was to gather the gifts and deliver them back to the home. One year, a giant stuffed lion was donated. Other agency representatives refused to accept it because the lion stood 3 feet high and was about 2 feet wide. The lion was tied to the cab of my pickup truck and transported to the home. This lion soon found a home in the living room of the Agency because its one-of-a-kind status excluded ownership by any single child. Eventually, the lion moved its home to a corner of my office. Children would visit and hug the lion; some would even opt to sit on its back. Many names were suggested, but "Mr. Lion" won general acceptance.

Shortly after his entry into my office, Mr. Lion began to have visitors in the form of other stuffed animals. Three "Pound Puppies" were donated, one with homemade booties on each foot.

And then it happened! One of the children was brought to my office in the midst of crisis. The child was yelling and striking

out. Impulsively, I put a Pound Puppy in the boy's lap. He immediately calmed down. Hugging the puppy allowed the boy to regain control. I was astonished, and began to utilize this strategy when other children were removed to my office. Human intervention had been unsuccessful for these children. Occasionally, even when an adult is willing to focus exclusively on a child in crisis, the child's reaction will be the same as for the adult who direct and demands. Sometimes, any human intervention overloads the child's "circuits". The stuffed animal was the magic the child needed: a quiet, non-obtrusive entity which could be whatever the child needed it to be. This was the first incident which led to my awareness of the power of a stuffed animal.

Children began to bring their personal animals down to visit or, as one child stated, "if I need it." The collection grew quickly to about fifteen figures.

Within a few days, magic happened again. A twelve-year-old girl asked to borrow one of the animals for the day. It seemed like a reasonable request, so I agreed. The next day, two more students requested a stuffed animal loan. Realizing that this could be utilized as positive reinforcement, we decided that only those children who had earned a sufficient number of points the previous day could be given an animal. This concept began to grow. Children now enter my office at the onset of the school day to display their point sheets and request the animal of choice for the day. Many classroom teachers are offering support, though the animals were first viewed as a distraction.

This activity has been enhanced by gifts presented to me by some of my colleagues. As word passed on my animal collection, staff began to present me with more abstract stuffed animals. "Rutherford B. Buzzard" and "Spike the Bulldog" are recent gifts. The children began to request these unique friends rather than being satisfied with teddy bears, Pound Puppies, or Snoopy. Of course, Mr. Lion can be visited, but cannot be loaned.

As this activity becomes more popular and takes on a life of its own, I continue to analyze the "Magic of the Stuffed Animals." Most, if not all, of the children have their own animals in their bedrooms; however, these animals are commonly taken for granted. The idea of a loan gives the animal a special quality. A time limit is presented. A loaned animal accompanying a child to class (others are not permitted) is a concrete reinforcement for the previous day's work and behavior. Displaying the animal on one's desk allows for a "brag factor."

The animals also provide an extension of myself. With 75 children in the building and a full day's workload, there is never enough time for any adult to meet each child's nurturance/attention needs. The animal is a part of me that the child takes with him/her. Instinct tells me that this variable is as important as any other. In 1983, an informal survey was performed requesting the children to indicate things that served as meaningful rewards. Many children responded that "a walk into town to the store" was important. Further questioning revealed that most children indicated having the one-to-one with their teacher/counselor was more important than the purchase of candy or a magazine.

Children who have a good week and earn "Student of the Week" can borrow an animal for the weekend. The animal is returned before school starts on Monday morning. An effective extension of this concept can be applied to the living units, permitting children to borrow stuffed animals overnight. The minutes before sleep, when the need for safety, security, and warmth is most strong, could be eased by the presence of a special animal.

The responsibility to return the animal helps develop a sense of trust. Reminders provided are gentle ones, while the child who returns the animal without a reminder is amply reinforced.

The loaning of animals to twelve-year-olds is as effective as to six-year-olds. Logic would dictate that an older child would find little interest in such matters, but the twelve- and thirteen-year-olds are as excited as the youngsters. In fact, this all began with a twelve-year-old girl. Gertrude Stein noted that "we are always the same age inside." Functionally, nurturance knows no age barriers.

Bruno Bettelheim frequently expounded on the simple world of the child, made complex by the questions, expectations, and needs of adults. The Magic of the Stuffed Animals is very simple: WARMTH.

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A DESCRIPTION OF THE COMMUNICATION DISORDERS/HEARING IMPAIRED PROGRAM

by

Robin C. Stall

Robin Stall is a speech and language pathologist at Putnam/Northern Westchester BOCES, Yorktown Heights, NY.

Within the special education program of the Putnam/Northern Westchester Board of Cooperative Educational Services (BOCES) is a unique program, especially created to serve the severely speech and/or language and hearing impaired. This is the Communication Disorders/Hearing Impaired (CD/HI) program. What makes this program unique?

One of the advantages to this arrangement is the amount of service given to each student. For a student to be eligible for the CD program, he/she must be at least two years below age level in speech and/or language functioning. The amount of remediation needed would exceed what is usually available in a regular school speech therapy program. That is to say, most of the students in our program receive speech and/or language therapy five days each week.

Each class has a full-time teacher, teacher's aide, and a half-time speech/language pathologist (SLP). The SLP works right in the classroom, servicing each student in individual or small group sessions as dictated by Phase I of the student's IEP. The classroom teacher and SLP work closely together, often planning long-term goals, special events, and projects, and also discussing day-to-day expectations and accomplishments. The class size averages between 8-12 students.

There are two other members of the interdisciplinary team: the psychologist and the social worker. These two persons touch base with each class every week, providing support, discussing and problem-solving difficult situations, and preparing for any meetings.

The speech/language pathologist works in one corner of the room. The students come when called and don't mind going to therapy for two reasons: everyone in the room has some degree of a speech and/or language problem that must be addressed, and there is no mystery - the students see what is going on.

For a more natural approach to therapy, remediation can take place elsewhere in the classroom. This is most easily accomplished in classes for the younger students. The SLP would go over to the art table, for example, and engage the student in conversation, modeling, and syntactical structures needing development and incorporating the vocabulary of the activity. For older classes, knowing what science or social studies lessons are planned by the teacher helps the SLP develop a vocabulary lesson and perhaps a lesson on idioms, comparatives, etc.

There are advantages for the teacher as well. She/he can consult with the SLP about which concepts to reinforce in the classroom, which syntactical structures to expect the student to use in class, in reading, and so forth.

The program was started 15 years ago by an administrator who had practiced as an SLP. She saw more and more children with academic problems who also showed evidence of severe speech and/or language disorders. Today, these students would be called

"language-learning disabled" (LLD). It began with one class, one full-time teacher, and an SLP working 1/2 day in the classroom. The CD/HI program has grown to 10 classes (periodically, we have as many as 14), covering all elementary ages and, most recently, the middle school students.

The population of the program has changed as well. As stated above, the CD program began with LLD children. Over the years, many of the component districts have taken over classes that were primarily comprised of their students; however, they referred even more severely impaired students, often having multiple problems including various levels of emotional disturbance. Other districts started their own programs modeled after ours, with varying success.

The Hearing Impaired program is structured similarly to the CD program. It began as the "Hard of Hearing" program in 1970 with one class. It was a group of 8 first- and second-grade students with at least average intelligence. These children were "rubella babies". Although their deficits were severe, and they couldn't be in a regular classroom, the deficiencies were not severe enough for placement in a school for the deaf. This program filled the need for "in between" placement.

The emphasis in the HI program has been and continues to be developing language. Auditory trainers are used in conjunction with the total communication approach. The teachers have always tried to maintain a parallel curriculum with regular education.

The program grew to three classes - one each at the elementary, middle, and high school levels. Itinerant teachers of the hearing impaired were also incorporated into the program, being dispatched to the component districts as required. The name of the program was changed in 1978 to incorporate the term "hearing impaired" rather than "hard of hearing."

The HI program has seen many changes as well. It is rare today to see a child that is hearing impaired as a result of rubella. Better prenatal care has seen to that. With the resultant lack of "pure deaf" children (hearing impaired children without any other handicapping condition), the HI program has classes that have been blended with students classified as speech impaired. The class size has also increased. In the best of times, there were five HI students in each class. Currently, we have one class for the hearing impaired (most of our students have "aged-out") with nine students, of which there are students with hearing impaired (HI), speech impaired (SI), learning disabled (LD), and emotionally disturbed (ED) classifications.

Since its inception, the purpose of the HI program has been to educate the public on deaf awareness. The children in the HI program have had the lack of language as their handicap. They have been "regular" kids in every other way. Having the classes housed in a local school building has made more of the public aware of the hearing impaired population and has benefited both those in the classes and those around them.

Currently, the CD/HI program has 10 self-contained classes with 92 students in local school buildings across Northern

Westchester and Putnam counties. The classifications of the students very greatly program-wide. They include SI, ED, "other health impaired" (OHI), LD, "multiply handicapped (MH), "mentally retarded" (MR), "visually impaired" (VI), "autistic", and HI.

Of the ten classes in the program, only two have no counseling services mandated through the IEP's; these are the youngest children and they as yet don't have this need. Of the remaining eight classes, 37 out of 75 children (49%) receive counseling as a related service.

Despite the changing population in terms of intellectual functioning, extent of emotional problems, and multiple problems, the CD/HI program continues to succeed and be the model for other districts. The success is due to several factors.

The most important contributing factor to our continual positive results is the language base of the classroom. Everything that is done - from academics to special projects - is rooted in the belief of developing language abilities in the students.

Secondly, the faculty is crucial. The staff is experienced and dedicated to the premise of the program. Several of the teachers, past and present, were teacher's aides while earning their master's degrees. They therefore were knowledgeable about the program, its goals and potential for success.

The team concept is also critical for a program such as this to succeed. This has become especially true with the increased number of students in the program requiring emotional support.

Should a program such as this be beneficial in another district, there are some recommendations. The class size which has been most successful has been eight students for the CD program and five students for the HI program (when the class is composed solely of HI children; otherwise, 8 students is recommended). Ideally, the classifications of the students should be kept to speech impaired and hearing impaired for the respective programs, with a minimum of other problems identified. It is suggested that the teacher have a course in language development, which would provide a greater understanding of the nature of language disorders and a knowledge base for increased academic success.

When considering the changing population of the students, and their continuing and growing need for counseling, we need to examine the changes in our society to further understand these needs.

Over the past 19 years, the CD/HI program has grown, developed, and changed to meet the needs of the times; yet the program has always been able to demonstrate continued language development for the students.

ACKNOWLEDGEMENT

The author would like to acknowledge the teachers, past and present, of the CD/HI program for contributing information for this article.

Rochester Chapter Presents Memorial Gift

The Rochester chapter of ANYSEED presented a \$500 contribution to the Conrad Hecht mini-grant fund in memory of Richard Copeland, who passed away on December 21, 1989. Given Mr. Copeland's lifetime work with disturbed children, the local chapter wanted to contribute to a fund which awards monies to enhance classroom projects within the emotionally handicapped population. The contribution was presented at the 25th Annual ANYSEED Conference in Syracuse.

Mr. Copeland was active in Rochester's local chapter for several years. He helped organize several mini-conferences and served as Rochester treasurer from 1984 until 1988.

Employed by the Rochester City School District in 1981, Mr. Copeland initially taught 11-to-13-year-old emotionally disturbed students at #40 school before transferring to #2 school. At #2 school, he worked with both older elementary students and subsequently taught primary E.D. children. In the spring of 1986, Mr. Copeland assumed a cadre role at #17 school as an E.D. Support Teacher.



Mr. Copeland involved his students in camping experiences and in activities that enhanced their emotional, as well as academic, growth. He received his B.S. degree from SUNY Geneseo and his Master's in Special Education from Nazareth College. He was pursuing his degree in Educational administration from SUNY Brockport at the time of his death.

GIFTED/HANDICAPPED PROGRAM BOCES OF PUTNAM/NORTHERN WESTCHESTER

by

John Keck and Leonard Tudor

John Keck is a Gifted/Handicapped elementary teacher; Leonard Tudor is the Gifted/Handicapped Supervisor of Special Education at Putnam/Northern Westchester BOCES.

During the mid-seventies, the special education staff at Putnam/Northern Westchester BOCES began to recognize clearly that there were students in the local school building programs who seemed out of place in these mixed-category, special education classes. These students were intellectually more capable and seemed to feel more acutely the differences between themselves and their classmates. Perhaps because of the combination of their higher ability, emotional problems, and poor self-concept, they were prone to act out in class, to comment on the weaknesses of the other students, and to generally be out of place.

A classroom teacher, Ms. Jean Post, and the team psychologist, Dr. Elizabeth Koppitz, were the first to recognize the problem and to formulate the programming ideas which led to the beginning of the Gifted/Handicapped program in 1978. The criteria for students to be considered for the program were an I.Q. of 120 or above, cognitive potential, a learning disability, and behavior that can be managed in a local school building.

At first, it was feared that there might not be a sufficient number of students who met these criteria to begin a program; however, in 1978, the first BOCES-sponsored Gifted/Handicapped class began with five students at Todd Elementary School in the Briarcliff Manor School District. Needless to say, a greater need was found to exist for such a program and, since that time, the program has gradually grown to the 1989-90 level of seven classes: three at the elementary level, two at the middle school level, and two at the high school level.

Referrals to the program have come through the traditional Committee on Special Education (CSE). There have been occasional referrals to the CSE from parents who have heard from other parents about the success of their children.

Most children enrolled in the G/H program show the following characteristics:

- Intellectual functioning at a superior level, as tested by the WISC-R.
- An inability to function in more traditional, large group, academic settings.
- Difficulty expressing oneself in written form.
- Perfectionist and/or hypercritical attitudes toward one's own or others' school work.
- Poor organizational skills.
- Some degree of emotional difficulty.
- Limited academic progress, often characterized by a denial of academic difficulties, inappropriate affective school behaviors, or marked awareness of one's difference from the general population.

- Attention deficits.

In order to meet the needs of the students in the G/H classes,

BOCES has designed programs at all levels which enable these youngsters to function well and, when possible, return to the regular education program.

A variety of services is available to G/H students in the program. In addition to providing related services for Speech and Language, Adaptive Physical Education, Remedial Reading, Gifted Mentor Services, and individual counseling (as specifically mandated by the child's CSE), the program includes group counseling for all students.

The group counseling service was added to the G/H program when it became apparent that the program was accepting more and more students who displayed extreme emotional reactions to their learning and academic difficulties.

Groups met at least once a week to discuss specific problems pertaining to school-related behavior. The group includes the students, the classroom teacher, the teacher aide, and the counselor or social worker. The group sessions seem to have made a very positive impact. Students feel they have someplace where they can address their frustrations with academics and other school-related areas of stress. Many of the sessions have included helping students to deal with their behavior in non-instructional areas such as lunch, playground, and gym.

At the elementary level, parent support groups have become part of the program. In these groups, parents meet with other parents who are facing the same sorts of difficulties with their children and discuss a variety of issues. Siblings are invited to attend some meetings to help work out difficulties within the family constellation. A parenting skills training program was recently presented as a part of the parent sessions.

Parents of middle school/high school students have also met to discuss other issues pertaining to credits toward graduation, functioning within the mainstream, and other concerns.

There are other enrichments which are included in the Gifted/Handicapped program curriculum. The Gifted/Handicapped high school program has been the only special education program to become part of the Junior Achievement Program. Another enrichment is the Pace University college-level writing course available to G/H seniors who are academically capable. Parents have been an excellent resource for added enrichment through providing guest speakers on a wide variety of topics from retardation to movie-making. A "Parent Help" program is also part of the G/H program, which enables parents to make class presentations, sharing expertise from areas in which they work.

Mainstreaming in regular courses is an important part of the G/H program. In 1989-90, over 80% of the G/H high school students were mainstreamed in an academic subject. To help achieve success in a mainstreamed course, a "support period" is provided daily for each student so that teachers can review the student's daily academic mainstream assignments and provide help if needed. In addition, the BOCES teacher and counselor maintain close contact with the students' mainstream teachers.

A research base on the Gifted/Handicapped program is being developed. At present, selected students are participating in a New England Medical Center neuropsychological evaluation to determine the presence of any neurological problems and whether better ways can be found to educate these students.

Because of the students' serious emotional overlays, it has been very difficult to recommend the return of more than 2-3 percent of the students each year to their local school settings.

This past year, five of the seven Gifted/Handicapped program graduates have gone to college programs. As of December 1989, they were all doing well as freshmen. Contact was made with these students through letters, phone calls, and a get-together during the Christmas vacation. All of the five students described their success in college and attributed much of it to the preparation they received in the Gifted/Handicapped program. Needless to say, the success of the program can be attributed to the skill of the teachers working with these students. The teachers have displayed an unusual ability to relate and an excellence in innovation, modifying and revising curricula to motivate these students to succeed.

Because of the success with these programs, our yearly enrollment steadily increases. Meetings have been held to discuss recommendations to the districts on early identification so that some students can be kept in their own district programs.

In summary, the G/H program has been able to show that many of these students' self-esteem can be raised through the use of academic and counseling programs that work together.

We have discovered that an innovative and creative academic program, combined with a clinical program which works closely with teachers, helps students cope more effectively with their problems and find academic success.

BALLOT: 1990-91 OFFICERS

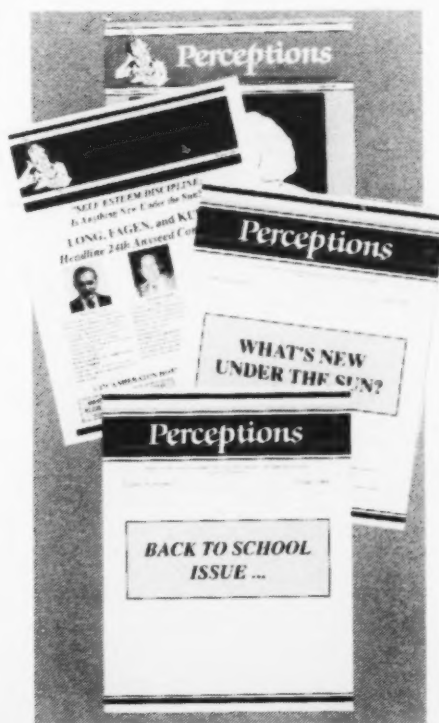
The ANYSEED Executive Board, at its Annual Business Meeting, put forth the following slate of officers:

PRESIDENT:	Russell Dalia (Utica) (Previous Year President-Elect automatically becomes President)
PRESIDENT-ELECT:	James Burke (Long Island)
Other: (Write-In)	_____
TREASURER:	Robert Aiken (Long Island)
Other: (Write-In)	_____
SECRETARY:	Polly Lyn Davies (Rochester)
Other: (Write-In)	_____
MEMBERSHIP:	Thomas Alcamo (Western NY)
Other: (Write-In)	_____

New officers' terms begin in July after an annual vote of the membership. Vote for the above slate or write in a candidate of your choice. Send your completed ballot to:

Susan Schleaf
7541 Chestnut Ridge Road
Lockport, New York 14094

DEADLINE FOR BALLOTING: June 30, 1990



IT'S TIME TO MIX, NOT MATCH:

One Special Educator Speaks Out

by

Michaela D'Aquanni

Michaela D'Aquanni is a special education teacher at LaGrange Elementary School, Arlington School District. She is also President of the Mid-Hudson Chapter of ANYSEED.

After reviewing the history of the development, education, and acceptance of people with special needs in our society, we need to hope that the future will speak better of us. Until recently, parents who gave birth to a child with a handicapping condition were painted a bleak picture of hopelessness and given a list of institutions in which to place their child. "Tell your relatives the baby is dead" - out of sight, out of mind. This was an expected route, as if removing people with handicapping conditions from society would truly remove the handicap. Today, if you seek out trained and knowledgeable professionals, you may instead be given hope with a smile, lists of early intervention programs, and leave feeling that your child's life has value and will be as productive as anyone else's.

Because education and knowledge can help, we need to focus on the education of the general population as well as the education of people with special needs. Since the passage of the Education For All Handicapped Children Act (P.L. 94-142) in 1975, many changes have occurred. The law states that: "To the maximum extent appropriate, handicapped children ... are educated with children who are not handicapped. Special classes, separate schooling or other removal from the regular education environment occurs only when the nature or severity of the handicap is such that education in regular classes with use of supplementary aids and service cannot be achieved satisfactorily." As clear as this may seem, the interpretation of this law has led to many different outcomes. Although prepared definitions have been forwarded to all schools to use for identifying children with special needs, a child labeled in one school may be completely overlooked in another. In one situation, you may have severely handicapped students working side-by-side with their non-handicapped peers, while in the next district, handicapped students are housed in self-contained classes or even self-contained schools.

Children who look or act the same do not necessarily have the same abilities. Children who achieve at the same levels or score the same on achievement tests do not necessarily have the same abilities either. So why then do we continue to match students according to their predetermined abilities instead of mixing them and allowing them to learn from each other's true abilities? Is it possible that we judge people more by what they cannot do than by what they can do? Maybe it is time we started looking for the solution instead of always looking for the problem.

"Recent research has shown that Down's syndrome children are not all alike ... that most are only mildly retarded and a few can even reach normal levels of intelligence ... In many instances their retardation is as much the product of low expectations, understimulation and lack of education as it is the product of a

genetic defect" (Turkington, 1987, pp. 42 & 44). Although "Autism is a severe, lifelong disability, difficult behaviors can be managed in positive non-abusive ways. Autistic kids take their cues from each other. To put Alex in a school where there are just autistic kids and everyone is throwing himself on the floor with a "hissy-fit" well he's going to do the same. Normal kids don't do that. Normal kids give "high-fives." Alex mainstreamed into a school where there are normal kids in his music, art and cursive-writing classes and at school assemblies, learns how to copy those kids. And the normal kids learn to take great pleasure in helping their troubled counterparts" (Cohen, 1989, p. 95). Many early childhood books tell us that children learn best through imitation, modeling, and peer influence. So why then do we continue to put all the language delayed children in one room, all the behavior problem children in another, all the "different learners" in another room, etc.? Are we sure we are not promoting disabilities with these setups? We need to remember basic theories of early childhood education when we place children in least restrictive and appropriate educational environments.

I think it would be valuable for us to start removing obstacles that separate students with special needs from their peers as well as special education teachers from their colleagues. A current philosophy fostered by P.L. 94-142 is that of integration. As educators we can no longer focus on educating all persons, no matter what their ability, with two schools of education: regular and special. Special education is supposed to support regular education, not be a separate entity. Although thought of as a magic place where children go to get "fixed", special education uses no special methods or materials. The needs of special education teachers are the same as regular education teachers: to use appropriate and effective teaching methods for all students and to be caring and loving. Rather than researching where it all went wrong, we need to focus on how to bring things back - not to where they once were, but to a more congenial, inclusive, and honorable way of teaching.

Integration, as I define it, is a process in which each child goes to the home school and participates in a regular class with age-appropriate peers, so that children can grow to the best of their ability, but not necessarily to the same degree as their peers. It provides a supportive environment in which children with special needs can play and grow with, as well as learn from, other youngsters. This disqualifies the need for children who need the most help to be transported on long bus rides to special classes away from their home schools. It also removes the need for failure and retentions. The teacher is the key to promoting success and continuous progress.

Our purse strings would not be pulled so tight, as we would have one uniform means of education and not two. Staff energy would be focused more on instruction and less on referrals and classification. If a child is in need of support services, these services should be provided in the classroom to the maximum

extent possible. Remember, special education is a service and not a place. Regular students with need for extra support or instruction can also benefit from the influx of services in the classroom. Mainstreaming should not be used only as an excuse to start placing children in regular classrooms - that is where they belonged to begin with.

Whatever age children are, and no matter what special needs they have, they still have a very common need for friendship and acceptance. One important point we need to emphasize is that of socialization. Children can acquire social as well as academic skills in school, including proper behavior, social etiquette, friendship, and the ability to interact. Students who are labeled handicapped are more alike than different from their peers. All children have the same basic needs: "To belong, to be affirmed, to be successful and to serve" (DiFrancesco, 1989). If these basic needs are not fulfilled, then the ability to learn is greatly impaired. Children with disabilities have the right "to go to school with their non-disabled peers and their teacher should have learned how to take care of their special needs and to include them in all school activities. They also have the right to have the opportunity for education and training that they need in order to prepare themselves to work and to live independently" (Helander, 1984, p. 23). These are a part of the Civil Rights Amendment to the Constitution.

Research supports the rights and needs of people with special needs by showing clearly that "maladaptive behavior diminishes when handicapped children are integrated with non-handicapped. The mentally retarded imitate the good behavior of their non-handicapped peers and become better accepted by them. They develop faster and achieve better results. Non-handicapped children also gain from the increased contact and interaction with handicapped children" (World Health, 1984, p. 19). However, we must take into consideration that attitudes are formed early in life; therefore, the sooner people are introduced to the broad range of individual differences, the more they will be likely to develop mutual understanding, tolerance, and respect for each other.

The attitudes of students, parents, teachers, and administrators all play a large role in the integration of the handicapped into present day regular education programs. Young children, who have not yet formed attitudes, can be influenced as long as integration starts during the early years; it then becomes a way of life and is not perceived as anything different. Older children, who have never had contact with disabled children, have a more difficult time with an integrated school program. How many of us tend to stare, feel uncomfortable, and wonder "why" when we see a person with a disability? The only way to overcome these feelings of fear and uneasiness is to learn more about "why" and what these people are all about. Integration allows this learning process to occur through real-life experiences, the most effective teaching tool. As one special friend put it, "Once you've worked with handicapped students for a while, they get to be just like normal friends. They're just regular people" (Hanline, 1984, p. 274).

Parents of children with handicapping conditions are also caught in a struggle between enrolling their child in self-contained programs where they are "protected" and "safe" as compared to integrated programs where they have proper models and peer interaction to teach them about real-life situations, both pleasant and unpleasant. It is necessary to look to the future. Which situation would motivate and qualify individuals to lead a more independent life as well as better equip them to deal with the different attitudes of society? Parents must

be prepared to help children deal with their anxieties, build their self-esteem, and feel they do not have to constantly compare themselves with their peers. Even for people with disabilities, "it is not whether you win or lose but how you play the game."

How amenable administrators and teachers are to integrating handicapped youngsters depends on their receptivity to change, how they handle present conflicts and relationships, and, yes, their attitudes toward people with disabilities. Like anything new and untried, integration can create anxiety for all involved. Regular teachers are justified in their fears, as working with children with handicapping conditions is an unknown to them; however, rather than being frightened and keeping their distance, they should open themselves to the idea and make adjustments. They need to build their confidence in their ability to teach children with disabilities. Teachers and administrators need to remember that their attitude will set the tone for the entire class. Their actions should display the feeling that every student is special.

When the educational system has joined forces - when regular and special education staff have formed new partnerships - it will be time to prepare a plan for complete integration. One should keep in mind two ideas: it is not going to happen overnight, and we must deal with many attitudes, some that are just forming and some that have been around for awhile. Integration is not simply placing a child in a classroom without help for the regular classroom teacher. Inservice training is a "must" for all teachers to adequately prepare for their newly-assigned roles. Teachers need to develop positive attitudes toward the integration of children with special needs and develop knowledge, skills, and competent instructional methods for educating all students together. "It would be facilitative if all of the professionals in the school were creative, compassionate, ingenious, flexible and committed to generating environments in which individual differences were respected and honored" (Brown, 1989, p. 5).

Students also need to be made knowledgeable about handicapping conditions and be prepared to accept those with special needs before the students enter the program. Most of us have seen the teasing, avoidance, and ridicule brought on by ignorance when the special education class walks down the hall. Some materials to deal with integration would be books, movies, plays, puppets (namely, "The Kids on the Block, a company located in Washington, DC, or "New Friends", an outreach project in Chapel Hill, NC). Puppets are generally non-threatening and can help initiate discussions that will promote understanding of people with handicapping conditions. Guest speakers who can discuss their disabilities can break down the walls of ignorance. Some teaching methods that would help teachers in the classroom are cooperative learning, curriculum adaptations, team-teaching, teaching through all modalities, class-wide peer tutoring, and behavior support plans. Teachers should encourage children to think of themselves as "members of a support team with just two guidelines: to be friendly and to be themselves" (Instructor Staff, 1987, p. 62). A lesson all children need to learn is to be able to put themselves in another person's shoes.

The success of an integrated program depends on the readiness of peers, teachers, administrators, parents, and other support staff. If problems arise during the process, a plan for problem-solving needs to be put into action. Communication is a key ingredient. In preparing the groundwork for integration, we need to remember that integration is NOT:

- a dumping ground into regular classes
- trading off quality for integration

- cutting back on special services
- ignoring each child's needs
- all learning the same thing at the same time in the same way
- expecting regular education teachers to teach without needed support
- sacrificing education of regular children" (Schaffner, 1988, p. 9).

As we continue along the lines of integrating all people into society, let us remember that "all human beings should be considered as of inherently equal worth. We are all born each a unique individual: each developing along different lines: each has different abilities. These differences do not make us unequal in worth" (Helander, 1984, p. 23).

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When you have failed often and painfully enough, you will do almost anything to avoid having to try again.

Mary MacCracken, *A Circle of Children*



READ ANY GOOD BOOKS LATELY?

The editors of PERCEPTIONS was to know what you've been reading concerning exceptional children, student behavior, classroom management, and other interesting issues in special education. Give us your recommendations and we'll publish the master list in future issues of PERCEPTIONS.

Service provision to children with emotional disturbances includes many people working together in many different roles. Classroom workers; transportation providers; cafeteria, custodial, and office personnel; administrators; psychological and social service staff; and families are but some of those involved in programs for children with emotional disturbances. In each issue, PERCEPTIONS will feature a piece by a person from one of these roles, in a continued effort to present a comprehensive view of the education of individuals with emotional disturbances.

WORKING TOGETHER

by

Rennie Lewin

Rennie Lewin, a special education teacher for more than 25 years, has been involved for the last nine years with the Volunteer Literacy Project, and traveled throughout the world visiting grandchildren and enjoying her painter husband, Sy Lewin.

Ten years ago, my husband and I needed an excuse for me to retire. We decided to trek the Himalayas and this can be done only in the fall, so I ended my teaching career in June. What a strange feeling I had that summer, knowing that I wouldn't return to school ever again.

Twelve years before, we had moved to the Mid-Hudson area from "The City" and I had intended to continue teaching "mentally retarded" children, for which I was qualified and had fourteen years experience. The only opening in the area was a self-contained class for "emotionally disturbed" children. Although completely unprepared for this, I took it. As first, I wondered if it would last, but was determined to be strong.

During the first few days, the children were gradually released into my room. The first child came in full of sunshine and good cheer. I relaxed a little and enjoyed this talkative, bright boy. The following year, with the same good cheer, he completely undressed in the middle of class several times a day. What would I have done without the help of each one of my wonderful assistants? Each new year started out, as wonderful as the previous year, but at year's end, wilted.

Another beautiful child gleefully threw his Lego blocks around the room every time they had been gathered together. Fascinated, I watched him manipulate his fingers into shapes and wondered what he was creating.

I wonder today about the boy (who may have been autistic) who spun around the room all day, his hands constantly twirling and a dreamy faraway look in his eyes. Where was he then? Where is he now?

After five years of having a self-contained classroom, the district developed a resource room for emotionally disturbed children in the local elementary school. This meant that children would be sent to this room for a minimum of one hour to a full day, depending upon the regular classroom teacher's tolerance of the child. One hour a day was hardly enough to reach a child who was angry (for very good reasons) or sad or happily disrupting a class. It should not have been a "holding" room.

One six-year-old child (these were mostly boys), who seemed brilliant, came to school loaded with books on sex (serious sex). His teachers were horrified, but he was fascinated with science and I felt he was way above me in knowledge.

As I searched around for effective ways to help or soothe these troubled children, I tried whatever caught my eye to give them peace: behavior modification, Transactional Analysis for

Children, "affective education," visualization, meditation, etc. It was like feeling my way in the dark. The local college had little to offer, so I took whatever courses I hoped could give me some new ideas. I felt I was groping and, during the last four years, I developed hives. I was ashamed to be so affected. I could offer only love, empathy, and patience. I don't know if that helped, or if these children could eventually cope with life.

Once in awhile, I will meet a grown man (one was a mechanic who was fixing my car) who says, "Don't you remember me?" It's with great pleasure that I see a person living a normal life (whatever that is), but I often wonder how many of these children were really "emotionally disturbed" when they were sent to this special class.

As the years pass, I remember less and less of my experiences as a special education teacher, but I do appreciate this opportunity to think back and pull out some visions. It gives me a sense of maybe having touched some human being just a little bit.

The Little Fear In All Of Us

Our nightmares, if they serve no other purpose, enable us to share the ways in which many psychotics experience life ... The sudden loss of temper nearly all of us have experienced gives momentary empathy with the feelings of uncontrollable rage, helplessness, confusion, guilt, and self-hate felt by the child with no impulse control. Most of us have shared a variety of neurotic symptoms: the terrifying fear of something that we know rationally should not in itself cause fear; the magical, protective cloak of knocking on wood, crossing fingers, counting to ten, holding our breath; the compulsive need to get one thing done, no matter how inane or how inconvenient, before we can do something else; the piece of work that can never be finished because it is never good enough ... Such illogical behavior does not mean that most of us are neurotic - only that some emotional disorder is as much a part of everyone's life as the common cold.

Long, Morse, and Newman, *Conflict in the Classroom*

CURRENT ISSUES IN SPECIAL EDUCATION

by Myrna Calabrese

Myrna Calabrese is a Special Education Training and Resource Center (SETRC) trainer with Ulster County Board of Cooperative Educational Services. She has been working in the field of special education for the past fourteen years. Her column, Current Issues in Special Education, will appear as a regular part of PERCEPTIONS.

CHILD ABUSE LEGISLATION

School districts in New York State are mandated by its Education Law to develop policies and procedures regarding the identification and reporting of child abuse and neglect.

Mandated reporting is one way to ensure that children who are suspected of being abused or maltreated will be protected from further harm, and will receive appropriate services to assist them and their families.

Recent legislation calls for the development, maintenance, and dissemination of written policies and procedures by every school district. This includes the reporting procedures and obligations of the persons required to report; the provision for taking a child into protective custody; the mandatory reporting of any death; the immunity from liability; penalties for failure to report; and the obligation for the provision of services and procedures necessary to safeguard the life and health of the child (Chapter 504, Section 3209-A).

It is suggested that existing school policies be reviewed and revised as necessary, keeping in mind the content of the new mandated legislation.

Additionally, the development of policy, procedures, and staff training should be designed in collaboration with local child protective services.

Currently, the State Education Department is revising the 1985 publication, *Children, New York's Greatest Resource*, which encompasses the school's role in the prevention of child abuse

and neglect.

A training program on the policies and procedures for the professional staff within a district must also be developed and implemented on an ongoing basis.

Also enacted was the child abuse bill that is targeted specifically at educators. It requires that all persons applying to be licensed or certified as teachers on or after January 1, 1991, must have completed a minimum of two hours of coursework in the identification and reporting of child abuse. The education groups affected by this law are: teachers, pupil personnel services professionals, school administrators and supervisors, and school district administrators.

The coursework or training must include the following information:

- the physical and behavioral indicators of child abuse and maltreatment
- the reporting requirements, such as when and how a report must be made
- other actions the reporter is mandated or authorized to take
- legal protection given to reporters
- the consequences for failing to report

Coursework on training must be obtained from an institution or provider approved by the State Education Department. Each person participating in, and completing, training must receive a Certificate of Completion to verify the fulfillment of the law's requirement.

1991 ANYSEED CONFERENCE

With the successful 1990 ANYSEED Convention only weeks past, your 1991 ANYSEED Convention Committee is already hard at work preparing for the 26th Annual ANYSEED Convention to be held in Buffalo on March 1st, 2nd, and 3rd, 1991. It will be held at the Hyatt Regency Hotel in Buffalo. The conference area is steps from your elevator, and all workshops, exhibitors, and events will be in one large, accessible, plush area. Buffalo plans to host a Friday and Saturday hospitality suite close by, where you can interact with fellow members and have a chance to talk to keynote speakers on a warm, informal basis. The food is world-famous. Outside the door is the Metrorail which you can ride free in the downtown area. The concierge will assist you with tickets to professional theater, jazz clubs, movies, or sporting events, which are all within walking

distance or a short, free, monorail ride away. A department store is conveniently connected to the hotel and Main Place Mall is steps away. There is a glass-enclosed swimming pool and health club facilities with a panoramic view.

The State University of New York at Buffalo Department of Communication and Behavior Disorders and SUNY College's Exceptional Education Department have already pledged to assist in many new and interesting workshops in such diverse areas as stress management, behavior management of the traumatic brain-injured, fetal alcohol syndrome, technology-dependent individuals, and the latest in teaching techniques.

Make your plans early. This is going to be a terrific conference.

Marcia Saran
Conference Committee

FROM THE CLASSROOM

In order to provide an opportunity for practitioners to share successful instructional strategies with one another, PERCEPTIONS will publish a regular column that focuses upon ideas from the readers.

Submission should be on 8-1/2 by 11 inch paper, typed, double spaced. It should include:

- purpose of the idea, or materials;
- age group recommended for use;
- description of how idea, activity, or materials are used;
- and the potential benefits of the idea, activity, or material.

Submission should also include submitter's name and address, affiliation, and position.

Send ideas for "From the Classroom" to:

Ralph Flood
Assistant Editor
Reservoir Road
Wallkill, NY 12589

Some Classroom Management Tips that Work for Me

1. All areas of the room should be visible to the adults.
2. Rules should be simple and general and number no more than five (5).
3. Procedures need to be taught and reviewed continually.
4. Rules and procedures developed together and posted somewhere in the room are effective.

Submitted by:

Merry Johansen
Primary, Self-Contained, Special Education
Ostrander Elementary School
Wallkill, New York

Group Learning

Sometimes when we've come to the end of a lesson in social studies (reading, science, etc.), rather than have the students answer questions by themselves, we break up into groups, pool ideas, and get the answers by committee. This gives the students a chance to learn from each other.

Submitted by:

Mary Mueller
4th grade teacher
Plattekill Elementary School
Wallkill, New York

Tree Line

Time lines can be learned by studying the cross-section of a tree; each ring on the tree represents one year of the tree's life. Date each year, starting with the year the tree was cut, if known; if not, start with current year and date back to when the tree first began. Children can do research in pairs or groups to find significant events for each year. These events are placed on cards with the date and a short description, and attached with string or yarn to the appropriate year on the tree cross-section.

Submitted by:

Gwen Feldt
4th grade teacher
Plattekill Elementary School
Wallkill, New York

Graphing Cubes

Use 1" cubes with the children's photos posted on them (school class photo composite works well) for graphing activities, e.g., what is the daily lunch count?, when is your birthday month?, what is your favorite color?, etc.

Cube graphs are good for visual comparisons of more, less, equal to. You can make $>$, $<$, and $=$ signs to place between the cube stacks for comparisons.

Children can record the information onto 1" graph paper as an additional activity and to make a permanent record.

Story problems can be written based on the graphing cubes.

Submitted by:

Sue Ridolph
2nd grade teacher
Plattekill Elementary School
Wallkill, New York

Writing in Code

You can start your morning by introducing your class to secret codes. Put a new message up every day. You can expand on codes by making them harder and harder. Each new code is built upon the code from the day before.

Math Codes: You can use secret codes for multiplication drill. Give each letter of the alphabet a number value, e.g., A=1, B=2, C=3, etc. and then problems can be solved into words: $4 \times 3 + 1 = 13$ (M), $1 \times 1 = 1$ (A), $5 \times 4 = 20$ (T).

Submitted by:

Gregory Gulamerian
Resource Room
Ostrander Elementary
Wallkill, New York

Brain Teasers

The following is a good game that will help students learn to count coins and tell the difference between their monetary values. Fill a small jar or box with play or real money. Start the game by handing the box to a child. Tell her/him to empty the box, close it, and pass it on to the next child. The student with the coin in front of him/her has to tell the correct amount of money that was in the box while it gets passed around the circle and returned to him/her. If he/she counts correctly, a different amount of coins is put in the box and he/she chooses someone in the circle to begin the game.

Submitted by:

Gregory Gulamerian
Resource Room
Ostrander Elementary
Wallkill, New York

PROPOSED AMENDMENT CHANGE

According to the ANYSEED Constitution, amendments are presented to the general membership after ratification by the board members.

ARTICLE VI:

Section 2 - The term of office for President, President-Elect, and Secretary should be one year, from July 1st-June 30th.

Section 2 - The term of office for Membership Chairperson and Treasurer shall be a minimum of two years.

3a. PERCEPTIONS Editor shall serve at the discretion of the Executive Board.

VOTE: Yes _____ No _____

ARTICLE VII:

Section 1 - The Executive Board shall consist of the current officers, the Chairmen of standing committees, *Chapter Presidents*, and all past presidents of the association.

VOTE: Yes _____ No _____

Signature: _____

SEND YOUR FORM WITH YOUR VOTE AND SIGNATURE TO:

Dolores Calandra, President
187 Normal Avenue
Buffalo, New York 14213

DEADLINE FOR VOTING: June 30th

LETTERS TO THE EDITOR

Letters published in PERCEPTIONS do not necessarily represent the views of the editors or the ANYSEED organization. Receipt of a letter does not assure its publication due to space limitations and content appropriateness. The editors reserve the right to edit letters. All letters received will become the property of PERCEPTIONS. Letters should be sent to:

Dr. Robert J. Michael
EDITOR, PERCEPTIONS
Old Main Building 112
State University of New York
New Paltz, New York 12561

Dear Mr. Michael:

The following is an open letter to the members of ANYSEED:

I attended the Syracuse annual conference again this year, and feel I must write to express my respect for the caliber of people involved.

The workshops were top notch. The arrangements made with the Marriott were excellent. The people whom I met, and those with whom I became reacquainted from past years, are people whom I would have loved to take home and have work with me.

Perhaps, although I continue to teach emotionally disturbed children, I have been in the "regular" system, teaching in a public school, too long. I find my mind going back to this glorious weekend at times, and it is a happy and gentle place in my mind.

ANYSEED folks are truly something special. As I search for a career change in my life, a standard that I will apply to my next job will be to work with people like you - gentle, dedicated, humanistic, and a little crazy.

Hi Dolores, Lorrie, Candy, Colleen, and Sirena!

Sincerely,

Vicky Iozzia

FROM THE STACKS

by

Joseph Trippi, Ph.D.

The purpose of this column is to share information regarding education, management, and other issues pertinent to working with children and youth who may be classified as emotionally disturbed. Heretofore, I have been reviewing some of the literature and reporting on that which seemed meaningful. With the knowledge that there is much going on in the field, the PERCEPTIONS staff invites you to participate in the writing of "From The Stacks."

We cordially urge you to submit any information which you think will be of interest to our colleagues. Your submissions may be photocopies of original articles or other printed matter that we will summarize for the column. Please be sure that all of the pertinent reference data, as well as your name and address, is also included. You may send it to the following address:

Dr. Joseph Trippi
Old Main Building
Room 101C
SUNY College at New Paltz
New Paltz, New York 12561

Forness, S.R. (Ed.).(1989). *Statement of the National Mental Health and Special Education Coalition to Senate Subcommittee on the Handicapped Regarding the Reauthorization of the Education of the Handicapped Act*. Los Angeles: University of California Neuropsychiatric Institute and Hospital.

Shortly, Congress will act on the reauthorization of the Education of the Handicapped Act, commonly referred to as PL 94-142. In anticipation of this, the National Mental Health and Special Education Coalition spent two years examining the state of practice regarding provision of free, appropriate, public education, as required under this act, to the nation's children and youth with serious emotional disturbances.

The report from these deliberations states that students with serious emotional disturbances (SED) remain significantly unserved or underserved. This is primarily due to a failure of leadership at all levels to provide systematic, continued attention to their problems. The Coalition's statement pulls together data from a wide range of sources, documenting the current issues and problems in such areas as: Parent Advocacy, Identification and Assessment, Appropriate Service Delivery, Ethnic and Culturally Diverse Children, Coordination of Multiple Agencies Serving SED Children, Training, and Research.

Each of these problem areas is defined and discussed with recommendations for the Senate Committee. For example, the Parent Advocacy issue addresses the fact that many parents do not have the skills or knowledge to involve themselves effectively in the planning of their children's special education programs. There is a serious shortage of parental self-help and advocacy organizations. The unique needs of parents of children with SED are outlined, including such issues as: coping with complex, highly bureaucratic, service delivery systems; stigma issues; limited outreach by mental health agencies and schools; poor communication between agencies, etc.

Identification and assessment problems continue because there is still no consistent definition of, or eligibility criteria for, "seriously emotionally disturbed" in federal policy or even

among states and localities. In addition, there are concerns that medical evaluations are frequently not conducted and that there is an over-reliance on "paper-and-pencil" psychological and educational testing.

The provision of appropriate services to ethnic and culturally diverse children with SED is complicated by cultural, socio-economic, and historical differences, as well as by legal considerations, misidentifications, ethnic mismatches, conflicting values, communication barriers, and cultural insensitivities.

The problems of coordination between multiple service agencies are outlined in this report, as are the efforts presently being made at federal, state, and local levels to resolve them. Although interagency collaboration may be universally promoted, it is clear that only dedicated efforts on all levels will realize it.

The lack of inservice and preservice training for educators, parents, and mental health professionals is viewed as a pervasive problem, as is the need for recruiting more personnel. Also, there are pressing concerns regarding the provision of interdisciplinary training for professionals, joint training of parents and professionals, and the consideration of new approaches, including community-based alternatives and the need to attract more males to the special education and mental health professions.

The Coalition's report states further that there is a serious lack of dissemination of successful approaches for serving children with SED. It recommends that researchers focus on improving the provision of special education and related services. Attention should be given to investigating the frequency and character of emotional disturbances (especially among minority children) and to studying the effectiveness of current programs.

In summary, this statement defines the major problems we face in meeting the needs of children with SED. It represents the combined thinking of the top leadership from a diversity of highly-respected national, state, and local organizations. The recommendations made to the Senate Subcommittee on the Handicapped regarding reauthorization of the Education of the Handicapped Act are a major first step in addressing a significant national issue and are "must" reading for all of us the field.

Do ANYSEED, our kids, and their families a favor - read this report over the summer.

(The Statement of the National Mental Health and Special Education Coalition may also be available from the Office of Mental Health, Office of Children and Youth Services, Albany, NY, 12229)



This I knew that sanity and insanity are part of the same continuum. The difference is only in degree.

M. Rothenberg, *Children with Emerald Eyes*



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26th ANNUAL ANYSEED CONFERENCE

Hyatt Regency Hotel, Buffalo - March 1,2,3, 1991

CALL FOR PAPERS SUBMISSION FORM

WANTED: Presentations by teachers, university professors, administrators, trainers, researchers, psychologists, social agencies, child care workers, and other persons involved with programs for emotionally disturbed students.

BE SURE TO SEND:

- _____ Original and a copy of completed form.
- _____ Two copies of workshop description (100-150 words) to be included in conference program brochure. Include FULL TITLE, PARTICIPANTS NAMES and TITLES and SCHOOL or PROGRAM.
- _____ Two copies of a 500-word summary to be used in the BRIEFS column in the ANYSEED publication, PERCEPTIONS. Summaries should be presented in a format conducive to being reprinted in a journal. ANYSEED reserves the right to edit articles. Submission of this form constitutes permission to reprint this summary in PERCEPTIONS and/or other ANYSEED publications.
- _____ One self-addressed, stamped envelope.
- _____ One 3x5 card for each participant. Each card should include the participant's name, title, school/program, home address, home phone number, work address and work phone number. Also, please include any other biographical information to be included in the conference brochure.

RETURN TO:

Mr. James Burke, Principal
Wood Road School
Wood Road
Centereach, NY 11720

PLEASE CIRCLE THE DAY AND TIME THAT YOU PREFER TO PRESENT:

Friday, March 1 A.M. P.M.
 Saturday, April 2 A.M. P.M.

ANYSEED Conference Committee assigns workshops based on several criteria. The committee will make every effort to respect your preferences. If you are unable to present during a specific segment of the conference, please note that here:

WORKSHOP TITLE: _____

WORKSHOP PARTICIPANTS: _____

CONTACT PERSON:

Name: _____

Address: _____

Zip Code _____

Telephone _____

Please check: Home Address _____ School Address _____

Note: If school address, be sure to include school name.

SUBMIT YOUR PROPOSAL EARLY
SUBMISSION DEADLINE: NOVEMBER 8, 1991

CONFERENCE REGISTRATION FEE WILL BE WAIVED FOR WORKSHOP PRESENTERS*

Preferred duration of presentation: _____ 90 Minutes _____ 180 Minutes

Limited registration: _____ No _____ Yes _____ people

Contact one week prior to conference with preregistration numbers: _____ No _____ Yes

SPECIALTY AREA: Check the area(s) that pertain to your presentation:

- _____ Emotionally Disturbed
- _____ Learning Disabled
- _____ ED/LD Blend
- _____ Administrators
- _____ Adolescent
- _____ Elementary-aged Children
- _____ Early Childhood
- _____ Mainstreamed Public School
- _____ Vocational Training
- _____ Nonpublic School Setting
- _____ Public School Setting
- _____ Computer Utilization
- _____ Affective Education
- _____ Curriculum Area
- _____ Advocacy/Parents
- _____ Other _____

ALL AUDIO-VISUAL EQUIPMENT MUST BE PROVIDED BY PRESENTERS. ANYSEED cannot supply any equipment.

We will, however, provide information on rental of equipment for presenters from outside the Syracuse area. Please check if you require a room with special requirements:

- _____ Need Outlet _____ Need Blackboard/Chalk
- _____ Need Darkened Room _____ Need Screen
- _____ Need Special Seating Arrangements (Rooms usually set theater style). Describe: _____

*Full ANYSEED Conference fees will be waived for presenters. Any seminar or workshop requiring a separate or special registration and/or registration fee will NOT be included in this waiver.

WATCH YOUR MAIL FOR REGISTRATION INFORMATION

-FOR CONFERENCE COMMITTEE USE ONLY-

Date Rec'd: _____ Date Com. Reviewed: _____

Accepted: _____ Rejected: _____

Day: _____ Time: _____

Workshop Letter: _____ Room: _____

Confirmation/Rejection Letter Sent: _____

Other Correspondence: _____

Special Notes: _____

-DON'T BE LEFT OFF THE PROGRAM-SUBMIT PROPOSAL EARLY-



OFFICE OF THE MAYOR

Thomas G. Young, Mayor

PROCLAMATION

WHEREAS

we welcome the members of the Association of New York State Educators of the Emotionally Disturbed (ANYSEED) to our community for its 25th Annual Statewide Convention; and,

WHEREAS

ANYSEED is committed to keeping its members abreast of new and vital information and training in this field, and to playing an advocacy role in ensuring the most efficient and appropriate delivery of services to individuals seeking help; and,

WHEREAS

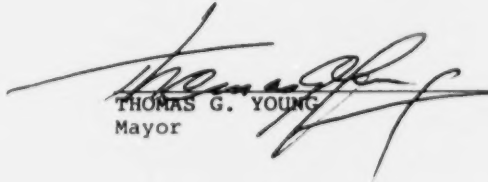
we recognize the efforts of ANYSEED, and especially salute the educators of the emotionally disturbed, for their work is vital to the overall well-being of an individual, and instrumental in providing those with emotional disturbances the ability to lead a full and happy life,

NOW, THEREFORE, I, THOMAS G. YOUNG, Mayor of the City of Syracuse, do hereby proclaim April 6, 1990, to be

ANYSEED DAY

in the City of Syracuse.




THOMAS G. YOUNG
Mayor

201 CITY HALL / SYRACUSE, N.Y. / (315) 448-8005

TIPS FOR AUTHORS

Submitting manuscripts to PERCEPTIONS

1. Direct your article to the needs of the practitioners.
2. Cite appropriate, current journal articles and other references.
3. Stay with the main point of the article and be direct with the essential information that you wish to present.
4. List major points and key ideas. Use charts and tables when necessary.
5. Conclude your article with how educators could use the information in your article.
6. Use APA Style within the text and in the reference section at the end of the article:

Within Text

Michael (1990) noted that it was time to renew one's subscription.

It is time to renew one's subscription (Michael, 1990).

Michael (1990) stated word for word, "Renew your subscription" (p. 8).

"Renew your subscription" (Michael, 1990, p. 8).

Reference Section

Flood, C. & Flood, R. (1989). Living with David: Excerpts from the parents' diary. *Perceptions*, 24, 18-21.

Hewett, F.M. (1968). *The emotionally disturbed child in the classroom*. Boston: Allyn & Bacon.

Redl, F. (1965). The concept of a therapeutic milieu. In N.J. Long, W.C. Morse, & R.G. Newman (Eds.), *Conflict in the classroom: The education of emotionally disturbed children* (pp. 218-226). Belmont, CA: Wadsworth.

7. PROOFREAD your article for grammar, spelling, punctuation, organization, etc.
8. Feel free to contact the editor with any questions or concerns.

ADVERTISEMENT

Advertisements

Advertisements in the quarterly journal, PERCEPTIONS, reach many people throughout the country. Teachers, administrators, therapists, parents, and state education officials make up much of the readership of PERCEPTIONS.

The advertising rate schedule is as follows:

Advertisement	One Time	Two Times	Year
1/3 Page	\$75	\$125	\$200
1/2 Page	\$125	\$200	\$350
Full Page	\$200	\$300	\$500
2-1/4 x 3-1/2"			
boxed classified	\$25	\$50	\$80

For additional information, please contact:

Jim Burke
Wood Road School
Wood Road
Centereach, NY 11720

MEMBERSHIP

It is the goal of ANYSEED to provide its membership with timely and useful information and training, as well as to act as an advocate, insuring the most efficient and appropriate delivery of services possible to individuals with emotional disturbance. In accomplishing these objectives, ANYSEED uses membership fees and annual conference revenues to support its operations. The membership year runs from September 1 through August 31.

Membership benefits include:

1. quarterly issues of PERCEPTIONS
2. periodic special interest mailings
3. reduced rates at the Annual State ANYSEED Conference
4. reduced rates at local chapter conferences and workshops
5. legislative advocacy vis-a-vis state standards and regulations governing people with handicapping conditions.

For further information concerning ANYSEED, please contact the membership coordinator:

Jim Burke
Wood Road School
Wood Road
Centereach, NY 11720

ADVERTISEMENT

NOTICE—NOTICE—NOTICE

The ANYSEED Executive Board at their meeting on November 15th, 1985 voted unanimously to discontinue distribution of free issues of PERCEPTIONS to its mailing list and/or other interested persons. Future free distribution will be made ONLY to members of ANYSEED. This policy took effect with the first issue following the 1986 Special Conference Edition. The Board established an \$8.00 per copy price for individual issue requests and a \$30.00 annual subscription rate for this quarterly publication. Institutional subscription rates were set at \$10.00 per individual issue or \$36.00 per annual subscription. Institutional multiple copy rate will be \$100.00 for ten (10) copies of each quarterly issue.

Subscription requests will be accepted in any year to commence with the Fall issue. Non-members wishing to subscribe should complete the following form and return it with their remittance.

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Total Amount Enclosed: _____

RETURN REMITTANCE TO:

Jim Burke
Wood Road School, Wood Road
Centereach, New York 11720

Guidelines For Submission Of Articles

Original articles that focus on the education of persons with emotional disturbance will be considered for publication in PERCEPTIONS. Three copies of an article must be typed, double spaced, and submitted on 8-1/2 by 11 inch paper. In submitting a manuscript, the author should follow the format given in the third edition of the publication manual of the American Psychological Association. A cover sheet is to accompany the article, including:

title of article
name of author(s), affiliation
address(es) of author(s)
telephone number(s) of author(s)

Authors assume responsibility for publication clearance in the event that any or all of the article has been presented or used in other circumstances. Authors assume the responsibility in the prevention of simultaneous submission of the article. The editors have the right to make minor revisions in an article in order to promote clarity, organization, and appropriateness. Though manuscripts will not be returned to the author, notification will be given as to receipt of the article. Manuscripts should be sent to:

Dr. Robert J. Michael, Editor PERCEPTIONS
Old Main Building 112
State University of New York
New Paltz, New York 12561

ANYSEED

Chartered by the Board of Regents

INSTRUCTIONS: Please complete and mail—to the above address—with a check for thirty dollars (\$30.00), payable to "ANYSEED" as dues through August 31. Please select a local chapter affiliation by checking a box below.

PLEASE PRINT OR TYPE:

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☐ I am a full-time student. Enclosed is my \$15.00 dues for the year through August 31. (This membership requires the counter-signature of your Department Chairman.) Select a local chapter affiliation by checking a box at the left.

☐ I am a retired teacher, paraprofessional, supervisor or administrator. Enclosed is my \$15.00 dues for the year through August 31. Select a local chapter affiliation by checking a box at the left.

Signature of Department Chairman

Contribution in Addition to Membership Fee

Amount

☐ Conrad Hecht Memorial Fund

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MEMBERSHIP YEAR 9/1 THROUGH 8/31



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Office of the County Executive

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KATHRYN H. RUSCITTO
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P R O C L A M A T I O N

WHEREAS, ANYSEED, the Association of New York State Educators of the Emotionally Disturbed is celebrating its 25th Anniversary of serving the special needs of its clients; and

WHEREAS, ANYSEED is comprised of members statewide and through its publication "Perceptions" and local and state wide conferences, keeps its membership informed; and

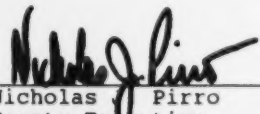
WHEREAS, this organization and its members are dedicated to providing a quality educational program to special education students;

NOW, THEREFORE, I, NICHOLAS J. PIRRO, County Executive of the County of Onondaga, do hereby proclaim April 6, 1990 to be

ANYSEED DAY

in Onondaga County and join with the community at-large in saluting the Association of New York State Educators of the Emotionally Disturbed for their "past, present and future: 25 years of excellence."





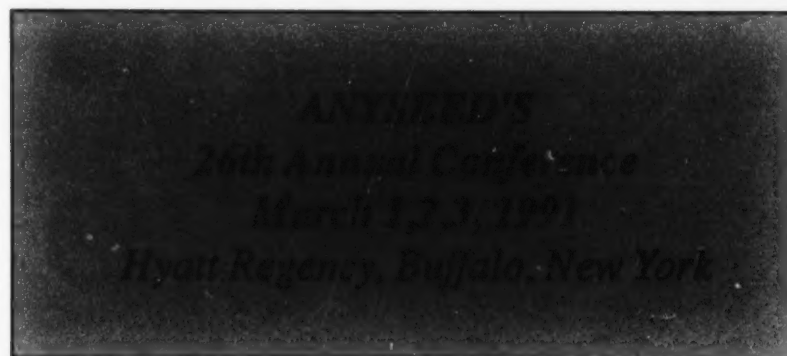
Nicholas J. Pirro
County Executive

Perceptions

A Quarterly Publication of Association of New York State Educators of the Emotionally Disturbed
A Journal for Practitioners

Volume 25, Number 3

Spring 1990



ANYSEED

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A Quarterly Publication of Association of New York State Educators of the Emotionally Disturbed
A Journal for Practitioners

Volume 25, Number 4

Summer 1990

INCARCERATED HANDICAPPED
YOUTH: ISSUES IN
CORRECTIONAL/SPECIAL EDUCATION

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SPECIAL EDITION

Perceptions

A Quarterly Publication of ANYSEED

A Journal For Practitioners

Summer 1990
Volume 25
Number 4

Executive Editor
Robert J. Michael, PhD

Associate Editor
Lynn Van Eseltine Sarda

Assistant Editor
Ralph Flood

Publication Design
Advertising Arts & Promotions
595 Blossom Road
Rochester, N.Y. 14610

Printing
Monroe Reprographics

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The Association of
New York State Educators of
the Emotionally Disturbed

Articles in PERCEPTIONS are indexed
in ERIC'S Resources In Education

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PERCEPTIONS is a national, refereed journal established to promote the education of persons with emotional disturbances. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

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FROM THE EDITOR

It is with a great deal of pleasure that I introduce this special issue of *Perceptions*. Recognizing the importance of addressing the unique problems of incarcerated youth with special needs, the ANYSEED executive board and *Perceptions* editors expressed a desire to have a guest editor for a special issue on this topic. The person selected was Dr. Carolyn Eggleston, a nationally-known authority on correctional special education.

Dr. Eggleston has been the associate and executive editor of the *Journal of Correctional Education*, a workshop presenter at over twenty-six conferences, and an author/co-author of eleven major articles dealing with correctional education. She has developed correctional special education teacher training courses and programs. In addition, she has been a college professor, school principal, program coordinator, consultant, and teacher of emotionally disturbed and learning disabled children.

It is an honor to have Dr. Eggleston act as guest editor for this special issue. She has identified a number of established authors who have contributed significant articles. The editors and executive board hope you find value in this edition of *Perceptions* - "Incarcerated Handicapped Youth: Issues in Correctional Special Education."

Robert J. Michael
Editor

GUEST EDITORIAL

This issue of *Perceptions* focuses on the problems faced by emotionally disturbed students who find themselves involved in the juvenile or criminal justice system. We know from the literature that a high proportion of students who experience behavior and adjustment problems in school go on to be represented in the crime statistics. This problem is beginning to be recognized nationally, even internationally, and this journal issue demonstrates ANYSEED's commitment to addressing current concerns in the field. Our students identified as emotionally disturbed face challenges both inside and outside the classroom and, as teachers, we must gain an understanding of these challenges. I hope that this issue of *Perceptions* helps the readers learn about the special problems of the incarcerated handicapped student.

The first article, "Juvenile Offenders in the 90s: A Descriptive Analysis," by Samuel DiGangi, Patrick Perryman, and Robert Rutherford, discusses some of the most salient factors that link juvenile delinquency and school failure. The second article is a reprint of a national study done in 1984 by the guest editor. It researched the level of implementation of P.L. 94-142 in juvenile and adult correctional facilities across the country and, although services have continued to develop, provides a conceptual backdrop for the reader.

The third article is an historical analysis of the beginnings of child welfare programs nationally, written by Lyn Bauer. Richard Ashcroft contributed a fourth article which addresses the issue of behavioral intervention among seriously emotionally disturbed students. And last, but certainly not least, Keith Curry and I. Windell have written about the research they have completed on the community needs of offenders who have been identified as having several handicapping conditions.

We hope that this issue of *Perceptions* will be interesting and enjoyable to you. If you would like additional information about correctional education, you may contact the Correctional Education Association, (301) 490-1440.

Carolyn Eggleston
Guest Editor

JUVENILE OFFENDERS IN THE 90s: A DESCRIPTIVE ANALYSIS

by

Samuel A. DiGangi, Patrick Perryman, and Robert B. Rutherford, Jr.

Samuel A. DiGangi is an assistant professor of Special Education at Arizona State University. He is currently president of the Arizona subdivision of the Council for Children with Behavioral Disorders and director of the Special Education Evaluation Clinic at Arizona State University.

Patrick Perryman is a doctoral student in the Special Education Program at Arizona State University and principal of Adobe Mountain Juvenile Correctional Facility, Phoenix, Arizona.

Robert B. Rutherford, Jr., is a professor of Special Education at Arizona State University. He is past president of the Council for Children with Behavioral Disorders and the former director of the Correctional/Special Education Training Project. He is the co-editor of *"Special Education in the Criminal Justice System."*

Over 450,000 adolescents are placed in juvenile correctional facilities each year (Margolis, 1988). At a given time, over 80,000 offenders are held in juvenile facilities (Nelson & Rutherford, 1989). Throughout the history of corrections, researchers have sought to identify specific characteristics of the criminal offender (Snarr & Wolford, 1985). Studies have investigated predictors of contact with the juvenile justice system (Farrington, 1987; Gottfredson & Gottfredson, 1984; Loeber & Dishion, 1983), indicators of "at risk" students (Fink, 1990; Murphy, 1986; Murray, 1976), and predictors of recidivism (Henson, Henggeler, Haelele, & Roderick, 1984). The present study sought to systematically depict the make-up of a juvenile correctional facility. These characteristics include the substance abuse, arrest, and educational histories of youthful offenders at the time of first incarceration.

Insight into the composition of offenders requiring educational programs in correctional facilities may be gained from an assessment of characteristics of these offenders. The present study was conducted at a large state juvenile correctional facility for males in the southwestern United States. Forty-five males (constituting 10% of the population of the institution) served as subjects of the investigation. The following selection criteria were used:

*The offender must have been entering the correctional facility for the first time.

*The offender must have been 16 years of age or younger (allowing for a two-year follow-up).

The first 45 offenders entering the institution as of June 1, 1987, who met the above criteria, were included in the present study. General demographic, substance abuse, offense and arrest, and educational characteristics of the sample are displayed in Table 1. A collection of 39 target questions was developed. Information was gathered through direct interviews with the offenders and corroborated via checks of the offenders' records. Each subject's movement through the correctional system (including releases and any subsequent re-entries) was monitored over the two-year period of the study.

TABLE 1.

DEMOGRAPHIC PROFILE:

Age	Number
13 years	3
14 years	7
15 years	16
16 years	19

Ethnicity	Number
Anglo	19
Hispanic	15
African-American	8
American Indian	3

Substance Abuse	Number
Alcohol	40 (89%)
Drugs	41 (91%)
Combination	39 (87%)

SUBSTANCE ABUSE PROFILE:

Age at first arrest	Number
5 years	1
8 years	1
9 years	5
10 years	7
11 years	2
12 years	5
13 years	17
14 years	5
15 years	2

# arrests to date	Number
1 to 3	8
4 to 6	15
7 to 9	12
10 to 12	9
20	1

TYPES & FREQUENCY OF OFFENSES:

Person Offenses	Number
None	14
1	17
2	4
3	6
4	1
5	1
14	1
20	1

<u>Property Offenses</u>	<u>Number</u>
None	2
1-3	12
7-9	15
10-12	6
13-17	4

EDUCATION PROFILE:

<u>School Status</u>	<u>Number</u>
Expelled	10
Suspended	5
Dropped Out	14
In School	16

Percent of offenders not attending school at time of incarceration: 64%

<u># Grades Retained</u>	<u>Number</u>
One Grade	11
Two Grades	7
Three Grades	3

Grade Equivalent Scores on the TABE (Test of Adult Basic Education):

Math	Mean	6.3
	Median	5.3
Reading	Mean	6.2
	Median	5.7
Language	Mean	4.2
	Median	3.4
Full Scale	Mean	5.5
	Median	5.3

Percent of offenders receiving special education services prior to incarceration: 42%

DEMOGRAPHIC PROFILE

Age:

Several studies have investigated the relationship between delinquency and age (Greenberg, 1985; Hirschi & Gottfredson, 1983). Prevalence of delinquency has been identified as highest between the ages of 15 and 17 (Farrington, 1987). This estimate is supported by the composition of the present sample which found 35 offenders to be age 15 or 16. As indicated by statistics on first arrests, ages ranged from 5 to 15 years with an increase at the onset of the teen years.

Ethnicity:

The majority of research on ethnic representation differences has focused primarily on African-American/Anglo differences.

Visher and Roth (1986) conducted an extensive review of prevalence and incidence literature addressing ethnic differences. They report a 2:1 ratio of African-American to Anglo representation in the juvenile justice system. This ratio was identified independent of gender. The present study notes differences in ethnicity with respect to the Anglo, Hispanic, African-American, and American Indian offender. As detailed in Table 1, minority representation overall was found to be 58%.

SUBSTANCE ABUSE PROFILE

The link between substance abuse and delinquency has been well-established in the research literature (Allison, Leone & Spero, 1990; Osborn & West, 1980). While 92% and 57% of high school seniors reported some past experience with alcohol and illicit drugs, respectively (Johnston, O'Malley & Bachman, 1988), 89% of the juvenile offenders interviewed in this study indicated prior alcohol use, 91% prior drug use, and 87% prior use of both alcohol and drugs. Moreover, 78% indicated moderate-to-heavy alcohol abuse and 76% indicated moderate-to-heavy drug abuse, where alcohol and/or drugs were consumed from at least once a week to daily.

OFFENSE/ARREST PROFILE

The types and numbers of offenses committed by the juvenile offenders, as well as the arrest records of these youths, indicate that, while offenses that led to first arrests were generally rather minor, most of these youths were arrested numerous times prior to incarceration. Other than six youths first arrested for assault and one youth arrested for weapon possession, the remaining 38 youths' first arrests were for property or status offenses. The age at first arrest ranged from five to fifteen, with over half the youths (N=27) first arrested at age 12, 13, or 14. Following first arrest, 82% (N=37) had four or more arrests prior to first incarceration. The range of arrests before incarceration was from one to 20.

The types of crimes committed by juvenile offenders include both crimes against persons and crimes against property (Snarr & Wolford, 1985). According to their criminal offense files, 69% (N=31) of the youths in this study committed crimes against persons and 96% (N=43) committed crimes against property prior to their first incarceration. The range of person crimes was from one to 20, with typically one, two, or three offenses and the range of property crimes was from one to 17, with the most typical pattern from one to three, or from seven to nine offenses.

EDUCATIONAL PROFILE

School Status:

Research has suggested a significant relationship between school dropout and involvement with the juvenile correctional system (Elliott & Voss, 1974). Of the 45 juvenile offenders in this sample, 29 (64%) were not officially attending school at the time of arrest. Fourteen of these students had dropped out; five were suspended, and 10 were expelled.

Grade Retention:

In the present sample, 47% (N=21) of the offenders had been retained at least once during their educational history. Eleven were retained once, seven were retained on two separate occasions, and three were retained on three occasions. Research addressing grade retention has identified significant positive

correlations between grade retention and involvement with the juvenile justice system (Doyle, 1989). Fejes-Mendoza and Rutherford (1987) found that 53% of adolescent females incarcerated in Arizona juvenile corrections has failed one or more grades.

Academic Performance:

Research has examined the relationship between academic performance variables and contact with the juvenile justice system (Wolfgang, Figlio & Sellin, 1972). In the present study, academic performance of the offenders was assessed through norm-referenced comparisons. As part of the institution's routine intake testing procedure, each offender was administered the Test of Adult Basic Education (TABE). TABE grade equivalent scores for the group indicated mean and median grade levels below that expected given the age of the youths. Overall, offenders were performing at the 5.3 grade level. Given the average age of the sample, scores at the tenth or eleventh-grade level would be expected.

Math and reading scores placed offenders' performance at the sixth-grade level. Although well below expected levels across all areas of academic performance, particularly significant deficits were noted on the language subtests. Offenders in the sample demonstrated a median grade equivalency score of 3.4 (approximately 8 years below that expected). Language and verbal expression deficits among institutionalized juvenile offenders have also been noted in previous research (Rutter, Maughan, Mortimer & Ouston, 1979). The specific source of such deficits is difficult to assess given the general nature of the assessment instrument. Implications drawn from these findings are speculative at best. In this case, we note that the juvenile offenders in the sample were performing at a level several years below that which would have been expected, given their age.

Special Education Needs:

A review of student files indicated that 42% (N=19) were receiving special education services in their local district prior to incarceration. Morgan (1979) also estimated that 42% of the offenders in correctional facilities were eligible for special education services. Grosenick and Huntze (1980) estimated that between 10 and 50% of the youth in correctional facilities were learning-handicapped. Rutherford, Nelson and DiGangi (1990) conducted a survey of 15 state directors of juvenile correctional education and found that from 6 to 100% of the offenders in state correctional facilities were identified as handicapped, according to Public Law 94-142 criteria. While the average percent of handicapped students was 20%, 8 of the states served 25% or more of their students in special education programs.

SUMMARY

The status of juvenile offenders is receiving increased attention (Leone, Rutherford & Nelson, in press; Leone, 1990). The present study describes a sample of the juvenile correctional population. The needs of juvenile offenders are apparent. Addressing these deficits requires careful planning, as well as assessment devices and approaches sensitive to instructional and social behavioral gains. The prevalence of social, emotional, and academic deficits of those in the juvenile correctional system calls for direct intervention approaches. This study presents a profile of the juvenile offender, both in aggregate and as a sample of the types of characteristics.

Previous researchers have focused on predictor variables, such

as socio-economic status, family structure, and intelligence of the juvenile offender. While a focus on these areas provides descriptive information and creates an interesting floor for debate and discussion, assessment and intervention must turn its attention to "alterable variables", i.e., those variables which can be affected by intervention, either prior to incarceration or within the juvenile justice system.

Juvenile offenders' low performance in academic and social behavioral areas has been investigated by a number of researchers. The observation that offenders in juvenile correctional facilities are functioning at a level significantly below that expected of their age emphasizes the critical nature of the academic component. Each of the variables addressed above for this group of juvenile offenders presents areas which could have been addressed through proper monitoring and intervention. Research on evaluation for effective instruction presents a relevant framework for guiding educational interventions with students, both "at risk" for contact with the juvenile justice system as well as providing what-to-teach information on offenders in the institution. Approaches which provide for continuous monitoring of academic and social behavior, such as curriculum-based assessment (Howell & Morehead, 1987), and data-based program modification (Deno & Mirkin, 1977) may combine to ensure effective service delivery and remediation of social and academic deficits. Archival accounts of juvenile offenders tend to focus on, at that time, unalterable variables related to or associated with incarceration. Ideally, future profiles of the juvenile offender in the 90s will document movement with regard to these alterable variables.

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RESULTS OF A NATIONAL CORRECTIONAL/ SPECIAL EDUCATION SURVEY

by

Carolyn R. Eggleston, Ph.D.

The following is an article which appeared in February, 1984, in the C/SET Training Project and is reprinted here with permission of Dr. R. Rutherford, Project Director. Carolyn Eggleston, Ph.D., is an assistant professor of special education at the State University of New York at New Paltz. She currently coordinates a correctional/special education masters degree program. She has been in correctional/special education for over 15 years and has served as the special education special interest group chair for the Correctional Education Association. She was also the editor of the *Journal of Correctional Education* for four years.

"Experienced advocates of the interests of institutionalized (i.e., delinquent) children are relatively unwelcome in a law and order society. Pleading the cause of the sixteen year old murderer, purse snatcher, multiple burglar, or just plain 'incurable' is a lonely pastime not particularly conducive to increased popularity. Presently, the rush to pour public resources into quality treatment for institutionalized children has been more like a saunter, and [in] some institutions, a dead stop. A few states have shifted into reverse."

(Keenan & Hammond, 1979)

Special education programming for wards and inmates of correctional institutions has never been a service delivery priority. Many other issues take precedence over such programming. The handicapped ward or inmate has rarely been considered a priority except when s/he has disrupted an institution. Special needs learners are not often identified within the institutional environment. They may be inmates who are always the brunt of jokes, the last to finish institutional assignments, those with uncontrollable tempers, or the "dumb" ones. Programming for such individuals generally centers on attempts to diminish the effects of the disruptive behavior.

Attempts to remediate the deficits of educationally handicapped inmates are usually provided within the general correctional education (CE) delivery system. These attempts may take the form of adult basic education, "remedial" (elementary) education, or subject area instruction. Distinctions can be found between CE division programming in the successful achievement of individual needs of their students. An experienced correctional educator may be able to teach to the student's strengths and weaknesses. Frequently, there is no comprehensive structure for the provision of specialized services to the special needs learner.

The problem addressed by the present study centers on an attempt to determine the nature and levels of service delivery of special education in correctional facilities across the country. The areas of correctional/special education service delivery that state programs consider difficult to implement were determined,

studied, and some of the strategies employed to remediate problems were identified.

DEVELOPMENT OF CORRECTIONAL SPECIAL EDUCATION

The historical development of CE has progressed over rocky periods of sporadic activity. CE in institutions began in the form of "Sabbath Schools," in which highly-motivated students were taught to read the Bible (Roberts, 1971). Generally, classes were for "meritorious" inmates who displayed an above-average capability. The "slow learner" was not considered for these educational benefits in most instances, because s/he could not perform in an exemplary fashion.

In the late 19th century, some efforts were made to educate the incarcerated handicapped learner. At Elmira Reformatory, under the guidance of Zebulon Brockway, a number of prototypic experiments were tried (Brockway, 1969). Some of the innovations attempted at Elmira included attention to diet, exercise, and massage (McKelvey, 1977).

Some improvements in education for the exceptional inmate were developed in the late 1930's. In 1939, in the First Yearbook of the Commission on Education, *Correctional Education Today* (Wallack, 1939), a chapter was included on "Special Types of Education" (MacCormick, 1937). The chapter was designed to detail goals for the education of a number of handicapped groups and provided a series of educational strategies for remediation of problems. A "Consideration for Teaching" section was provided in the chapter and remains relevant today. It included a list of suggestions: "1) everything which is taught must be within the comprehension of the individual, 2) short units are essential so that they will come well within the limits of attention, 3) realization of attainment must come within short periods of time and not be projected into the future, 4) tasks should be of a repetitive nature but graded in learning sequence, ... 7) the program as a whole should be directed towards improvement of physical condition so that coordination of motor activities may be naturally stimulated, and 8) ... the whole program should be representative of a satisfactory way of living within attainable limits so that social competence within such limits can be vividly illustrated" (Wallack, p. 245).

Also detailed were student characteristics which should be considered in programming: "1) low mental level, 2) low adaptability, 3) low type motor abilities, 4) personal factors, such as being and having been easily discouraged, 5) possible emotional instability, 6) suggestibility, 7) slowness in recognizing hazards, and 8) lack of appreciation of goals, little perseverance and lack of ability for self criticism" (Wallack, p. 245).

These suggestions and characteristics are, in some cases, similar to those espoused in modern special education teacher

training programs. Although terminology has altered to some degree, the basic tenets are closely related. They were clearly innovations for the time in the education of the handicapped student.

These examples indicate some level of activity for the handicapped inmate. As a trend, however, services have been limited throughout our history. The education of handicapped wards and inmates was not universally recognized, developed, or applied until the enactment of recent legislation.

The passage of the Education of All Handicapped Children Act (Public Law 94-142) in 1975 set new precedents for educating students. It was passed after legislative activity at both state and federal levels. A precursor of particular importance was Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112), which established the right of free access to programs for all people. Passage of P.L. 94-142 followed a national movement of increased attention to the needs of handicapped children. The struggle for the right to education for all American children, no matter what the level or location, has been called a "quiet revolution" (Dimond, in Weintraub, Abeson, Ballard & Lavor, 1976). P.L. 94-142 has been a landmark case of citizen advocacy, resulting in changed legislation and modes of thinking. The long-term effects, yet to be seen, will determine lasting change.

Since P.L. 94-142 went into effect in 1978, the provision of specialized educational services to the special needs learner has been federally mandated. This federal legislation, as well as frequently more restrictive state laws, has established specific levels of service delivery for all handicapped children from the ages of two to twenty-one. Implementation has been a difficult process. Public school systems have been struggling to ensure appropriate educational services for the handicapped according to the mandates, and many campaigns on behalf of handicapped learners have required litigious reinforcement. Most systems have now reached a point in their development in which they do provide services for the handicapped child in their schools but, even so, some problems remain.

P.L. 94-142 is very specific in detailing guidelines for implementation of special education services. The act mandates educational services for the handicapped which will assist in the remediation of their deficits. Efforts must be directed toward finding, screening, identifying, evaluating, and serving the educationally handicapped. These children and young people are to be served with specialized education according to their needs, regardless of the expense or the child's physical location.

There are several groups for whom such specialized educational services have been deficient and, to an extent, remain so. One such group is the population of handicapped juveniles and adults incarcerated in correctional facilities across the country. With the passage of P.L. 94-142, school systems began to focus on providing services according to the requirements. Initially, the incarcerated individual was not considered eligible for special education services under the Act.

Implementation of P.L. 94-142 in correction programs, as is the case with most institutional change, has come slowly. There have been a number of difficulties in providing services to the correctional student. One dimension of the problem relates to the concept of inmate ineligibility for such specialized services. Decision-makers believed that an inmate relinquished rights to education upon incarceration. There is also no vocal advocacy or constituency group that campaigns for the rights of this population. Parents are often not available, or have just "had enough." If over eighteen, the inmate is considered an adult for

all purposes, including education. An inmate, particularly one with poor skills, may perceive her/himself as without power. There has been little impetus to require implementation, so service delivery has lagged.

Until around 1978, most CE programs did not begin to address the provision of comprehensive services for the handicapped ward or inmate. This has begun to improve in recent years. Efforts are beginning in the development of special education services for the population of the incarcerated handicapped.

Several innovative programs across the country are already under investigation. Some of these can be found in adult correctional facilities; for example, in the state of New York, classification programs at several adult institutions have been initiated. These include screening, diagnosis, and consultant services (Quinn, 1982). A committee is currently studying the steps which will be necessary to attain full compliance (DOCS, 1982).

Louisiana has developed one of the most comprehensive adult service programs currently known. The impetus for development of this program was a federal court order. The order required that, along with a number of other services, special education be available in adult correctional facilities (Parker, 1983). A pupil appraisal system has been developed at the Adult Reception and Diagnostic Center which provides screening, evaluation, identification, and placement services for incoming adults (Pupil Appraisal Services, 1982).

METHODS

Several assumptions were made regarding a study of incidence levels. First, it was assumed that special education services would be more highly developed in programs for incarcerated juveniles than for adults. This was expected to be found even in adult institutions with large populations under 21 years of age. Education for juveniles is considered a right; for adults, it is more often considered a privilege. This assumption was based on past practice in CE. The development of educational programming in adult institutions has progressed slowly. Education sometimes competes with other institutional programs, such as industry or work details. Education is not prioritized in such conflicts, especially when the more intense needs of an educationally-handicapped learner are considered. All of these factors contribute to the complication of service delivery as well as to the problem of accuracy in recording.

A second assumption is the generally-accepted view that levels of educationally-handicapping conditions are higher among the incarcerated than among public school or non-residential populations. Some research studies have indicated that the problem of determining the prevalence of handicaps among the incarcerated is a significant one. Data collected by the Rehabilitative School Authority, Virginia's CE district, reflect percentages of handicapped juveniles as ranging from 35 to 45 percent of the population. Many estimates suggest an even higher number. The exact level is not known, but it is clear that the problem is serious enough to be addressed.

Almost 95 percent of all wards and inmates eventually will return to free society. A third assumption is that their ability to function must be improved if we are to diminish the likelihood of recidivism.

Current estimates of the incidence of handicapping conditions range dramatically from 0 to 100 percent. There is no definitive work which can give us a percentage of handicapped inmates.

Often the estimate is determined by organizational priorities. Links between learning disabilities and juvenile delinquency have been suggested. Juvenile delinquency is often attributed to the presence of learning problems (e.g., Zaremba et al., 1979). A common estimate among CE practitioners is that approximately 40 to 45 percent of the inmate population is educationally handicapped.

A cursory look at state CE programs indicates that actual service delivery for the special needs population is much lower than estimates of prevalence. This means that significant numbers of handicapped students are currently not able to access special education services. Little has been done to discover exactly what services are available in correctional facilities. Most state Divisions of Special Education have focused energy and resources on public school implementation and have not identified the incarcerated population as a service delivery priority until recent years. This has contributed to the slow pace with which services have been developed. A first effort should be directed toward determining the level to which these programs have been implemented.

Morgan (1980) attempted to determine incidence levels of handicapping conditions in correctional facilities. He discovered that awareness regarding the handicapped is higher in juvenile facilities than in adult. Morgan also found that remediation programs in juvenile systems were better developed. In many adult systems, administrators may not even be aware that their structure is contrary to the mandates of P.L. 94-142 (Morgan, 1980).

INSTRUMENTATION

An open-ended survey questionnaire was developed to obtain answers about the implementation of special education regulations as specified by P.L. 94-142. A system was defined as a CE service delivery agency. A secondary effort was directed toward attempting to gather data about ways in which different systems have approached implementation.

The instrument was a self-made survey, reflecting questions on special education implementation. The format for the survey was mixed to include yes/no responses and short-answer descriptions. A request was made on each survey for the return of any state plans on correctional/special education that had been developed.

SUBJECTS

The subjects were correctional education professionals and administrators from every state, including Hawaii and Alaska, and the possessions of Puerto Rico and the Virgin Islands. Since youth and adult correctional education services are often provided through different agencies in a state, it was frequently the case that more than one questionnaire was distributed to each state. The names of subjects and corresponding agencies were selected from the Correctional Education Association (CEA) *Correctional Education Directory*.

PROCEDURE

The survey was developed to include questions about those areas which present difficulties for implementing special education in correctional facilities. These areas were based on problems articulated by members of the CEA Correctional/Special Educators' Network. The specific problems identified in the

survey resulted from information gained through several years of interaction between correctional and special educators possessing experience at both the classroom and administrative levels. Other items included reflected problem areas identified in the research literature. Questions were framed in nonthreatening language to the extent possible. A draft of the survey questions was sent to members of the CEA Correctional/Special Educators' Network Planning Committee for review, prior to mailing, to help improve test validation.

DATA ANALYSIS

Since a variety of information was collected by the survey, several techniques were employed to analyze the results. Some of the responses were tabulated statistically, although elaborate statistical analysis was not warranted. Narrative material was evaluated for specific ideas about identified problems and solutions. State or program plans collected were reviewed and indexed.

LIMITATIONS

One threat to the validity of the results is the problem of generalizing the results. The responses received may reflect those systems which have taken a proactive role in implementing special education services. Those not responding may compose a higher percentage of states which do not have highly developed levels of implementation. For these reasons, it is dangerous to make broad assumptions about the results. The nature of the study is such that generalizing to other programs or to the entire country is not possible. Current litigation surrounding correctional/special education services could have had some effect on the survey.

Recent litigious efforts may have encouraged systems to implement programming, or perhaps discouraged recipients from returning accurate information. Although this impact cannot be controlled, it should be considered when reviewing the results.

A survey of this type can be very beneficial in gathering data. It can also be used as a first step in determining which services are available to the incarcerated handicapped individual. Such an instrument is designed to investigate educational services only and, as self-reported data, is subject to respondent interpretation.

RESULTS AND DISCUSSION

Ninety-four (94) surveys were sent to CE systems across the United States. Forty-eight (48) questionnaires were returned, for a 51 percent response rate. Of the 48 responses, 17 returned information regarding the development of their state programs, generally in the form of state plans. Systems were categorized as youth CE programs, adult programs, or those providing both youth and adult CE. The systems responding were more frequently youth programs than adult, at the following rates:

<u>Program</u>	<u>Responses</u>	<u>Percentage</u>
Youth	20	42%
Adult	17	35%
Both	11	23%
Total	48	100%

Correctional education service delivery was most frequently provided by the state's Department of Correction (52 percent). Some states with service delivery provided through Departments

of Youth Juvenile Services listed their structure as "other," rather than as a Department of Correction. Of the responses received, 16 percent stated that CE was delivered by a correctional school district. State Departments of Education were given as CE service providers in six percent (6%) of the responses. Additional responses regarding overall program structure included Departments of Social Services, Divisions for Children and Youth, or Youth Divisions.

A total of 37 states responded to the survey. In a number of cases, a response from both the youth and adult systems for the state was received. The following is a list of respondent states and the way they described themselves:

State	Program
Alabama	Adult
Alaska	Adult
Arizona	Youth
Arkansas	Both
California	Y & A
Connecticut	B
Florida	A
Hawaii	B
Illinois	Y
Iowa	Y
Kansas	Y
Louisiana	B
Maryland	Y & A
Massachusetts	Y & A
Maine	B
Michigan	Y
Minnesota	B
Missouri	A
Montana	Y & A
Nevada	Y & A
New Hampshire	Y & A
New Jersey	B
New York	Y & A
North Carolina	A
Ohio	Y & A
Oklahoma	A
Pennsylvania	Y & A
Rhode Island	A
South Carolina	Y
Federal Bureau	A
South Dakota	B
Texas	Y & A
Vermont	Y
Virginia	B
Virgin Islands	Y
Washington	Y
Wisconsin	B

A defined special education program was cited in 60 percent of the responses. Of that number, 72 percent were located in youth programs or programs providing both youth and adult services. The defined special education program was not always available to all eligible students, however. In only 50 percent of the respondents' programs was special education offered to all eligible students. Eighty percent of the programs providing services to all eligible students were youth programs or both youth and adult systems. A smaller number of respondents (42%) reported that their program received funding through P.L. 94-142.

Of that number, 80 percent of the systems receiving P.L. 94-142 funding were classified as youth or both youth and adult. This may indicate that special education for youth systems is more highly developed than for adult systems, because to receive funding they must be providing services.

In response to questions regarding percentages of identified handicapped in the respondent systems, a diverse range was reported. The percentages ranged from 0-95 percent, with an average of 28.4 percent. The highest percentages of specific handicaps were found in the categories of the emotionally disturbed, learning disabled, and mentally retarded, in that order. In the category of emotionally disturbed, the range was 0-90 percent, with a mean of 35.5 percent. The range for learning disabilities was 0-84 percent, with a mean of 20 percent. Responses for the category ranged from zero (0) to thirty percent (30%) for a mean of eight-point-six percent (8.6%). Some caution should be exercised in assuming accuracy of the reported percentages of these identified handicaps, however. When asked about the method of deriving these percentages, the most frequent response was, "estimates based on group intake testing," followed by the response, "past school records, when available." Only 29 percent of the respondents followed a comprehensive diagnostic and identification process.

Although many respondents reported that they provide comprehensive programming, in only 15 percent of the cases was "special" physical education offered. Specialized vocational programs were reported in 27 percent of the cases.

Security classifications, such as "administrative segregation," may render an inmate unavailable for educational services. When asked whether security classifications created problems in implementing special education services, 52 percent of the respondents felt it to be the case. Frequently (i.e., in 58 percent of the cases), special education programming varied from institution to institution within a state.

Perhaps the most significant information provided by the survey can be found in the areas identified as problems for service delivery and the strategies which have been developed to meet the requirements. Some items appear to be problems for almost all of the responding systems.

Conditions unique to correctional settings posed special implementation problems; for example, parental involvement was identified as a significant problem. Some respondents indicated efforts such as a series of letters and telephone calls to parents in attempts to involve them. Some indicated that they sent out at least one notification. Several systems stated that no contact to natural parents was made. This was particularly true in adult programming, where the inmate often represented her/himself. Almost all survey respondents indicated very little success in gaining cooperation by the natural parents.

The surrogate parent issue also was repeatedly cited as a problem. In some cases, it was stated that it was not considered a problem because it was not an issue; surrogates were used instead of natural parents in all cases. Some responses indicated that, because the youth was a ward of the state, the natural parent was not needed. For most, however, surrogates were used, but the responding system was not comfortable with the practice. A few respondents cited innovative uses of surrogates. Several systems depend upon surrogate parents, but use volunteers who are not employed by any state agency. Surrogate parents were used only after efforts to include natural parents had been exhausted. In some cases, surrogate/volunteer parents were trained in their roles so that they could act in the best interests of the student.

The least restrictive environment was not considered a problem in most systems. The majority of respondents reported that the educationally handicapped student attended school at the least restrictive environment within the institution. It was listed as an issue only in cases of security conflicts within the setting, when institutional needs overrode educational priorities. Several respondents indicated that their attempts to circumvent this problem led to the provision of educational services no matter where in the institution the student was maintained.

Screening and identification of the educationally handicapped student was often cited as a problem. Most frequently, money and personnel were cited as the reason for this problem. Frustration was noted regarding the availability of previous educational records. These were often not received or not received in time to be useful.

Almost all juvenile system respondents noted some problems involving the students' length of stay. They expressed concern that students were released from programs based on security needs (i.e., bed space) rather than educational needs. By the time that all the evaluation and IEP development work was completed, the student often was ready to leave. Recidivism was cited as an additional difficulty in delivering appropriate special education services. One system responded that it focused on survival skills due to the brief period of stay. Another system was working on improved record-keeping to better identify handicapped recidivists so that services could be expedited.

The provision of related services was noted as a problem area by almost all respondents. Lack of personnel was the most frequent cause given, with a lack of money for contractual services next most frequently cited. Several systems were attempting to remediate this problem through the use of federal grant allocations. Respondents also stated that their systems contracted with the local public schools for related services.

Most responding systems reported that due process issues did not present many problems. Many systems had due process regulations in conjunction with their institutional standards. Several respondents indicated that they received Attorney General's rulings regarding the process rights for their state programs. A few systems noted that the requirement had not yet been tested in their state.

A broad range of responses was given on IEP (Individualized Educational Program) development. Most respondents indicated that comprehensive IEPs were developed within mandated guidelines. Several systems reported that IEPs were developed for all incarcerated students, not only for the identified handicapped.

There were some distinctions between respondents' answers regarding the meeting of timelines. In almost all cases, respondents indicated that they were able to meet screening, evaluation, and identification requirements. Many respondents noted difficulty with program implementation timelines, however. The most frequently occurring reason for this problem was a lack of resources. A problem was also indicated regarding institutional constraints over education.

One last problem cited related to the difficulty of obtaining properly endorsed teachers, particularly those with certification in all areas of exceptionality. Some systems attempt to overcome this problem through inservice training of existing staff. The pursuit of an exception provision by their state Department of Education was also mentioned by several respondents. This exception would allow a teacher endorsed in one area of exceptionality to teach students with several different handicapping conditions within one classroom.

CONCLUSION

Several interesting observations are suggested by the survey results. One conclusion is that, although there are a number of exemplary programs across the country, the level of service provision for the special needs learner in correctional facilities continues to be below levels mandated by P.L. 94-142. A wide service delivery disparity exists between the states as well as differences in orientation toward the handicapped.

Confusion appears to continue among various state programs. The application of P.L. 94-142 mandates does not seem to be clearly understood. The majority of respondents indicated that they were making attempts to provide services according to the legislative mandate. Often expressed, however, was a concern that some of the requirements cannot work in corrections. The application of P.L. 94-142 to institutionalized populations is an area that deserves further study.

Another interesting facet of the results has been the similarities found between identified problem areas. It may be that there are aspects of the federal legislation that simply cannot be implemented within the correctional environment. Guidelines should be developed to facilitate coordinated service delivery for special education. This should be similar from state to state. Currently, implementation is based on idiosyncratic responses to the federal mandates, and these are biased by personality and/or structural variables. Litigious decisions will determine levels of services unless a coordinated effort can be made. A proactive role in decision-making will facilitate increased control over the outcome.

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CHILD-SAVING WORK: AN HISTORICAL REVIEW

by

Lyn Bauer

Lyn Bauer has recently completed her graduate studies in the Special Education/Correctional Education program at State University College at New Paltz, New York. Lyn has taught Adult Basic Education at the Wallkill Correctional Facility, New York State Department of Correctional Services.

INTRODUCTION

The child savers, the first professionals to address problem children in newly-burgeoning cities of urban America, learned much from their work. They were eager to share ideas regarding child-saving work and often spent their lives trying to improve conditions for the poor. Their convictions, motivated by religious beliefs or by good citizenship, helped to found safe and well-structured institutions for homeless, neglected, or orphaned children. Although some of the alternatives did not serve those in need in the best possible way, it was a serious beginning. Not only was the need for services realized, it was acted upon in substantial ways. Constant monitoring of programs helped to maintain a level of service never before witnessed.

IN THE BEGINNING

According to ancient Hebrew records, Solomon was quoted in Proverbs as saying, "Train up a child in the way he should go; and when he is old, he will not depart from it." The ancient Hebrews and the early Christians both cared for orphans through charities and orphan asylums. Their strict religious beliefs became the law of the people. Children were the responsibility of their parents, both socially and legally. Without parental supervision, children were placed in asylums or monasteries, which offered religious and moral education. Many pagan leaders converted to Christianity and placed orphaned children under protection against slavery and victimization.

Many countries claim to be the initiators of child-saving work. The creation of reformatories of a preventative nature was the beginning of the child reformatory movement. It has been acknowledged that the beginning of such work is not the most important issue, but that it was viewed as more important to prevent crime than to punish it. Society was seen as the responsible party in caring over the "tempted and ignorant portion of the state" (Wines, 1880). By the middle of the nineteenth century, many British were of one thought that they should:

"Appeal strongly to benevolent hearts and wiser heads, best reform that can be secured in reference to penitentiaries is to deplete them of their inmates by saving the young from vicious and criminal courses. The real problem is not so much to improve prisons as to abolish them - not so much to make them better as to make them useless." (Wines, 1880)

CONTRIBUTIONS OF EUROPE AND AMERICA

Earlier, about 1695, Germans supported August Hermann Francke in educating destitute and neglected children. He was able to raise funds to purchase a school in which he taught trade skills and academic subjects. "Friends in Need" was organized by John Falk, circa 1820. Falk, himself having been a poor child, knew the importance of housing vagrant children. He began a "boarding-out system" (Wines, 1880) for children without shelter. Once involved in finding adequate housing, Falk realized the necessity of education for the "vicious children whom he sought to rescue from ruin" (Wines, 1880). Wines (1880) also notes that the concept of grouping children in cottages in "family style" units was begun by Dr. John Henry Wichern in 1833. Wichern believed that, within family living, individuals could learn and grow. The basic concept of Wichern was modelled after the ways of Christian law and beliefs. Many children have been protected in quantity in child-saving institutions in Germany since the programs of these men have been conceived.

The Philanthropic Society of London was established in the late eighteenth century. The founding fathers believed children should be kept together and not housed with other prisoners (Wines, 1880). It was also their belief that incarcerated boys could be placed under gentler guards, those who could relate to them as a family member might. Treatment was instruction in "honest industry" (Wines, 1880), a skill which, in the future, would enable the youth to have a second chance at being a productive part of society.

Several new societies attempted to improve child-saving institutions. In 1806, the Philanthropic Society of London, through Parliament, incorporated. As a result, the asylum was revamped and reorganized into a "triple institution": an academic school, a trade school, and a training school for girls. Later, in 1815, the "Society for the Improvement of Prison Discipline and for the Reformation of Juvenile Offenders" engaged itself in inquiries into the operations of many institutions (Wines, 1880). The conclusions the Society reached were grim: incarcerates were large in number; recidivism was also very high, and crime was ever-increasing. Crimes committed by juvenile offenders were usually done by those who were homeless, had little or no parental supervision or strong family ties, lacked the mental capabilities to be educated, had no moral or religious beliefs, and could not hold on to employment. Because of the large numbers of orphaned and delinquent children, the Society created asylums in which moral, religious, and basic instruction were given and considered as a priority treatment against vagrancy and crime. These "reformatories" were well-planned and specific in their mission, but they did not prove to be very successful; however, the Society had begun the groundwork for future juvenile prisons.

From 1817 to 1853, a Mr. Powell instructed juvenile offenders

in farm work and shoe-making. His establishment was considered a forerunner of British Reformatory Schools. During this time, Captain Edward Pelham Brenton commanded an industrial school for young offenders and later enlisted the aid of a Miss Murray. She knew many of the wealthy upper-class citizens in Britain and succeeded in financing a girls' reformatory, named the Victoria Asylum after the British monarch. This aided Miss Murray in maintaining political cooperation with government officials.

Parkhurst, on the Isle of Wight, was founded in 1838. It contained a school, a factory, and a farm. Upon entering, the child convict would be placed in solitary confinement and gradually progress into a trade or farm work. Unfortunately, the reformatory was later used as an institution to house invalid convicts. It is not known why the reformatory closed.

Wines (1880) believed that England was the "leader and model" of reformatory work. He continued to say, "This great body of institutions, all created in the interest of crime prevention by saving neglected and exposed children from a criminal career, forms one of the truest and noblest glories of that island empire ..."

John Griscom, Thomas Eddy, Hugh Maxwell, and James W. Gerard were some of the men who began the "Association for the Prevention of Pauperism." Preventing pauperism required many more "preventive measures" and they then organized to create the "Society for the Reformation of Juvenile Delinquents."

These men and these institutions were the forerunners of New York City's House of Refuge, the earliest reformatory in the United States. Following the House of Refuge, similar institutions were begun in the United States: Boston, Philadelphia, and New York City were the few which attracted the attention of many people in Europe. The strengths of these reformatories were in the charisma of the wardens and superintendents and their abilities to make lasting impressions upon their wards and political cronies. The largest and most successful of child-saving institutions were the "Children's Aid Society" and the "Female Guardian Society" (Abbott, 1938). These two agencies had many industrial schools and had claimed to have "saved" hundreds of thousands of young girls and boys.

The French put forth great effort in child-saving institutions. The overriding feelings of the French were reflected in this passage of Enoch Cobb Wines (1880):

"Neither the misfortune nor the fault of parents ought to shut the door of the school against their offspring; ... that the child badly brought up must become a trouble to society, since the idler and the vagrant soon pass into the criminal; that if the State ignores its rights or neglects its duty towards these children, it cannot in fairness hold them to a strict account for their criminal acts ... and that to aid parents, or when necessary to replace them, in the accomplishment of their obligations is an imperative duty of the nation."

Mettray, an agricultural penitentiary founded by Auguste Demetz, was used as a model for many of the institutions in France during the nineteenth century. Fifty-two such institutions were begun: 32 for boys and 20 for girls. It is interesting to note that these children were acquitted of criminal acts due to their acting "without knowledge." Their placement in these reformatories was to provide them a "correctional education" and an opportunity to do "good and useful work" (Wines, 1880). France used a somewhat holistic approach by including many agencies in child-saving work: "adoption, maternal societies,

infant nurseries, infant schools, societies in aid of apprentices, apprentice schools, legislative safeguards thrown around children employed in factories, etc." (Wines, 1880). In addition to legislative acts, France, a Catholic country supported by clergy members, was committed to teaching young boys and girls in basic scholastic instruction. It was also able to inject education which was "moral as well as mental, to make them honest men and good citizens" (Wines, 1880). These students became the teachers of the following generations. Their good work and unselfishness established good role models for the succeeding generations.

Other countries had their own system of reformatories and institutions. In the Swiss Republic, philanthropic and religious groups began many agricultural reformatories which were built on the "family plan" originated by Dr. John Henry Wichern of Germany. Belgium, having only four institutions, had facilities specifically for criminal youth and vagrant children. Although small, they were reported as "excellent" (Wines, 1880) and with good results. Holland claimed to have a fine model of a reformatory called the Netherlands Mettray (based on France's agricultural colony). The success of this was recorded as ideal. Italy also had separate reformatories for boys and girls. They considered treatment as the priority and punishment of little consequence. These treatment facilities housed other criminals as "intermediate" institutions (Carpenter, 1872) as Sir Walter Crofton employed in Ireland. For those convicted of more heinous crimes and showing good behavior during their initial incarceration period, Italy's reformatories were used as reward. Denmark, too, used France's Mettray as their agricultural model. Norway and Sweden were considered to be in the pre-operational stage. Countries such as Russia, Finland, Poland, Austria, Hungary, Canada, and colonies of Great Britain were "well advanced in the work" (Wines, 1880) of child-saving and reformatories.

THE WORK OF MARY CARPENTER

Mary Carpenter was one of the many philanthropists of the nineteenth century. She was instrumental in opening a "ragged school" (Wines, 1880), which was the precursor to the reformatory school she founded for boys in Kingswood, England, in 1852. A girls' reformatory school was later established in Bristol in 1854. Mary Carpenter spent much of her time evaluating her programs in order to continually improve upon the systems already in place. She objected to large facilities, feeling that the children would lose their individualities. She also opted for the "family system" (Carpenter, 1872; Wines, 1880), whereby the state maintained "control and authority" (Carpenter, 1872). In the facilities not using this system, many problems occurred, causing serious situations. Lack of this "family spirit" created the atmosphere of "juvenile gaol" (Carpenter, 1872) rather than a treatment of social ills. In her inspection of the New York Reform School and the pauper schools of Randall's Island, Mary Carpenter found that the operation looked impressive from the outside but, from within, something was missing. Of the girls she wrote, "... they were prisoners; they were not prepared for home life, ... and could not so under existing circumstances" (Carpenter, 1872). The reformatories in Pennsylvania fared much the same way.

The hallmark of the exceptional institutions was that they were "true homes" and farm schools (Carpenter, 1872) modelled after those distinguished schools in England. The State Reform School

of Connecticut "formed an admirable exception and was worthy of all praise," according to Mary Carpenter (1882).

Large institutions, such as the "poor houses" (Carpenter, 1872) in big cities were situations of great concern to this philanthropist. The "boarding-out system" (Carpenter, 1872) could not possibly be an effective method of helping and schooling children. Reports were continually surfacing that children were starving and neglected because the "visiting ladies" (Carpenter, 1872) could not keep up an accurate account of their cases since the numbers were overwhelming. She went on to say, "A real home cannot be artificially created, and rarely can supply the cravings of the child's heart ..." (Carpenter, 1872).

Another problem, as Mary Carpenter saw it, was that the state had to assume all guardianship. Several points were made as the "basis for treatment for all children who are without proper parental control" (Carpenter, 1872). The first of the four key points was that the state should acknowledge control over those children without "proper guardianship" under the age of fourteen. Second, the state has the authority to delegate to others such guardianship. Third, all state industrial schools must align their policies and conditions "to that of a home"; should be located in the cities and country areas, and have small populations. Fourth, "ladies as well as gentlemen should always be on the board, as well as on the managing committees." As for those above the age of 14, it was suggested that:

"Special juvenile prisons or reformatory gaols should be established, and reformatory treatment should be developed, based on the principles of the Crofton system. Separate institutions may be established for young persons between fourteen and sixteen, similar to the industrial schools, when a sufficient number of such are found. These juvenile reformatory prisons should in all cases be provided with separate sleeping cells, and have a preparatory stage of not less than a month in solitude ... "

(Carpenter, 1872).

CONCLUSION

Child-saving work of centuries ago, initiated by persons devoted to the care and education of children, led the way for the beginnings of present-day youth facilities. Habilitative and rehabilitative programs have taken on many forms over the last several decades; however, the basic premise of most youth centers, facilities, or homes remains the same: to provide safety, shelter, education, training, and assistance for our children at risk.

It is encouraging for those of us working with youth to see the abundance of ongoing research in the field of education and training. Put to good use, this research will provide us with information to give more thorough assistance to those already receiving services. As a result of data gathered, programs and screenings for early intervention can be utilized and evaluated continuously.

Special training and programs can equip youth with the necessary skills to become contributing members of society. These programs must be monitored on a regular basis to allow for revision and re-evaluation. It is imperative that those of us in the field continue to set high standards, and also re-assess our goals periodically to avoid stagnation and mediocrity.

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Mary MacCracken, *A Circle of Children*



A NONAVERSIVE INTERVENTION INTO THE DISRUPTIVE CLASSROOM BEHAVIORS OF CHILDREN CONSIDERED SERIOUSLY EMOTIONALLY DISTURBED

by

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INTRODUCTION

Statement of the Problem

To what extent does providing simple, non-offensive, alternate, communicative behaviors affect the frequency of aggressive or disruptive classroom behaviors of children with aggressive conduct disorder and institutionalized as seriously emotionally disturbed? Does using non-offensive alternate behavior reduce frequency of undesirable behaviors, and can the non-offensive alternate behavior be shaped into a contextually-natural, alternate, communicative behavior?

This single-subject AB1AB2B3B4 (Kazdin, 1982) design investigated the extent to which the occurrence of a non-offensive behavior, with the same communicative function as the unacceptable behavior, affected the frequency of the unacceptable behavior. It also investigated the efficacy of subsequently replacing the non-offensive alternate behavior with a more generalizable communicative behavior.

Purpose of the Study

It is generally agreed that serious misbehavior in children should be replaced with socially-appropriate behavior, but one problem is that few guidelines exist with respect to choosing replacement behaviors. The first purpose of this study was to address the problem of choosing replacement behaviors. By determining the function of a problem behavior, we can make an important first step in choosing a replacement behavior. To be specific, we select a replacement behavior that, first of all, has the same function as the problem behavior.

Another problem with teaching replacement behavior is addressing the competing interference of the problem behavior already extant in the individual's repertoire. Often the problem behavior has been firmly established for a significant portion of the individual's history. Typically, attempts to teach a replacement behavior are accompanied or preceded by attempts to suppress or punish the problem behavior. The gains established by punishment do not generalize well to other, more natural, settings, where it may not be appropriate to punish. The use of punishment has a well-documented history of encouraging the growth of

avoidance behaviors that may be at least as problematic as the original problem behavior; therefore, a second purpose of this study was to investigate an alternative to punishment to suppress the problem behavior.

This alternate, non-punitive, approach consists of attempting to "insert" a non-offensive behavior as an immediate (but temporary) replacement to the competing problem behavior. The "inserted" behavior should have properties - at least, ease of use and availability - which would encourage its use by subjects and must elicit the same environmental response as the problem behavior, e.g., if a problem behavior was being maintained negatively by escape from the aversive effects of school tasks, the subject would be given a set of "break" cards to buy breaks from task demands for an amount of time specified on the card (perhaps 5 minutes). The acceptable replacement behavior would be presenting a break card to a staff member who would then allow the subject to take a break for the time designated on the card. The cards would elicit the same environmental response as the problem behavior, escape in this case, and the replacement behavior would be controlled by naturally-occurring reinforcers. This procedure would replace the problem behavior without using punishment to suppress it.

A third purpose of the study was to test replacing the inserted behavior with a more generalizable and permanent behavior. The permanent behavior should be one which is universally recognizable for its communicative function, e.g., if the classroom problem behavior being replaced has been maintained positively by teacher attention, an inserted temporary replacement behavior could be holding up a small flag for teacher attention. A permanent replacement needs to be one which is more universally recognizable and acceptable as a request for teacher attention, such as raising one's hand. In this example, hand-raising would be taught as a replacement for flag-raising, once flag-raising had been established as a replacement for the problem behavior.

Rationale

A growing quantity of literature has described aggressive and disruptive classroom behavior in functional terms. For a behavior to be extant in the repertoire of an individual, it must serve some function for that individual, i.e., the behavior must elicit some reinforcing consequence from the environment or it will extinguish (Donnellan, Miranda, Mesaros & Fassbender, 1984). We say, "That behavior had no function." Analysis of antecedent and consequent events can reveal this function. "Functional analysis" can also suggest treatment. If it were possible to place into the repertoire of an individual a less noxious or neutral behavior which served the same function, i.e., which evoked the sought-after reinforcer, it would be likely that this new behavior would elicit the same response as the noxious or disruptive behavior. If the new behavior produced the same environmental

response as the problem behavior, this new behavior could then be naturally reinforced by the same environmental response that maintained the noxious problem behavior. This new behavior, if maintained, could reduce the incidence of the problem behavior.

REVIEW OF RELEVANT LITERATURE

Research of the functional analysis of problem behaviors indicates that the factors responsible for the maintenance of problem behaviors fall into two broad classes: escape behavior controlled by negative reinforcement processes, and attention-seeking behavior controlled by positive reinforcement processes (Carr & Durand, 1985a).

The escape hypothesis states that the problem behavior is controlled by the termination of an aversive stimulus following the emission of the problem behavior. The attention hypothesis assumes that the problem behavior is controlled by attention appearing just after emission of the problem behavior.

Many children learn to emit problem behaviors in the presence of aversive stimuli. The display of problem behaviors frequently results in reduction or removal of these stimuli, a negative reinforcement process (Patterson, Reid, Jones & Conger, 1975). In classrooms, instructional demands may function as aversive stimuli for some children. A variety of problem behaviors, including aggressive and disruptive acts, may serve as escape behaviors which effectively allow the child to avoid further participation in these tasks (Carr, Newsom & Binkoff, 1980; Carr, 1977; Carr & Durand, 1985a, 1985b; Durand, 1982; Iwata, Dorsey, Slifer, Bauman & Richman, 1982; Weeks & Gaylord-Ross, 1981). In these instances, we would say that the misbehavior was being maintained negatively by escape.

Carr and Durand (1985b) report the use of a "safety signal" strategy and its relationship to the incidence of disruption by preadolescents with severe behavior disorders. The cue that work was about to terminate was the removal of a work desk to a corner of the classroom. Five more minutes of work would follow this cue. Although high rates of disruption were present during instructional periods, disruptions would abruptly cease with the presentation of this cue, and would remain at very low levels during the 5 minutes of task time remaining. The signal that demands would soon cease seemed to function as a conditioned reinforcer. The theory that cuing functions as a conditioned reinforcer supports a negative reinforcement escape concept. Such effects have been noted for aggression as well as disruption (Carr et al., 1980).

Time-out studies provide a powerful test of the escape concept of behavior problems. If demands are aversive, and if behavioral problems are functioning to terminate these stimuli, then one would expect that a time-out procedure administered at the onset of behavior problems would increase, rather than decrease, the frequency of these problems, i.e., time out from an aversive stimulus would constitute negative reinforcement, not punishment. It would follow logically that any behavior which evokes time-out would be strengthened through a process of negative reinforcement.

In a study cited earlier (Carr et al., 1980), when an intervention which procedurally resembled time-out was used each time a child aggressed against the teacher, aggression frequency increased from a few responses an hour to hundreds per hour. In order to control a variety of disruptive behaviors, such as tantrums and spitting, Plummer, Baer & Leblanc (1977) applied procedural time-out. Instead of reducing the incidence of these

behaviors, the authors reported a marked increase.

Solnick, Rincover & Peterson (1977) reported similar effects in applying time-out as an intended punishment for aggressive and self-injurious behavior, which instead produced a marked increase in the frequency of both problem behaviors.

In other instances, the literature indicates that the display of behavior problems can result in the child's receiving attention, a positive reinforcement process (Patterson et al., 1975, Carr & Durand, 1985b). In these instances, we would say that the child's misbehavior was being maintained positively by attention. Many investigators have presented data congruent with the notion that problem behaviors may be a form of attention-seeking (LaVigna & Donnellan, 1986; Carr & Durand, 1985b; Iwata et al., 1982). These studies also imply that children may learn to emit problem behaviors in response to low levels of adult attention. In a summary of studies investigating the relationship between aggressive/disruptive behavior and attention, Shea and Bauer (1987) report that levels of problem behavior activity decrease rapidly soon after attention is provided. These findings led the authors to classify such behaviors as attention-seeking and to include this classification in their description of the behavior cluster of conduct disorder. Such disruption is highly correlated with other aggressive behavior and is itself considered by these authors to be a form of aggression.

Additional studies by Durand and Crimmins (1988) found that verbal attention in the form of social praise served as a punisher for students with escape-maintained problem behavior. These same students were reinforced by time-out, a procedure usually intended as a mild form of punishment used to reduce behaviors. These results suggest that stimuli functionally related to problem behavior, e.g., social attention or escape from tasks, can be effectively used to individually assess reinforcers when new behaviors, with the same function as the problem behavior, are presented. This practice increases the likelihood that new behaviors would be maintained by "naturally occurring contingencies of reinforcement" (Stokes & Baer, 1977), since the new behavior would result in consequences similar or identical to those available following the problem behavior.

Using these principles, Horner & Budd (1985) determined that the grabbing and yelling behaviors of an 11-year-old boy with severe retardation were associated with specific stimulus conditions, all of which involved desired food or objects. They taught the child to perform manual sign labels for the desired objects and reported a concomitant reduction in grabbing and yelling as the child began to use the signs spontaneously to obtain the items. They suggested that the effectiveness of the procedure may have been related to the similarity between the reinforcement which was naturally available through the use of manual signs and the reinforcement which was previously available through grabbing and yelling. Both operants obtained the desired objects. Other authors have also noted similar covariation between inappropriate responses and functionally-related substitute behaviors (e.g., Eason, White & Newsom, 1982).

Berkman & Meyer (1988) hypothesized that problem behaviors with ambiguous motivation may be interpreted as attempts to effect environmental control. Their case study of a 45-year-old man, institutionalized for the majority of his life, describes various aversive treatments which had been used in failed attempts to reduce or eliminate multiple and severe self-injurious behavior (SIB). The authors' intervention, based largely upon the supposition that the communicative intent of the subject was to gain control of an environment he was unable to control,

successfully used subject choice of activities as a motivational basis for treatment rather than focus on reducing SIB (as all past treatments had done). Improvement was so remarkable that, within a little more than a year, the subject was living in a supported apartment and working full-time at a community job.

The direction of this recent research is towards a classification of problem behaviors by function rather than by topography alone. Treatment and literature have both focused on a specific topography, e.g., self-injurious behavior, aggressive behavior, etc.; however, classifying problem behaviors by function may be more useful when designing treatment. A functional classification system would involve the study of attention-getting behaviors, escape-maintained behaviors, tangibly-maintained behaviors, etc., rather than the study of behaviors which appear to be aggressive, tantrumous, or self-injurious.

The intent of this study is to mitigate the effects of problem behavior by intervening in response to the function, rather than the form, of the problem behavior.

METHODOLOGY

This study tested the following predictions:

- 1) The frequency of problem behaviors can be reduced without using punishment.
- 2) Designing an intervention which is functionally equivalent to the problem behavior reduces the frequency of the problem behavior.
- 3) An intervention (the provision of an immediately-usable, temporary, replacement for a problem behavior, herein referred to as a "behavioral insert") reduces the frequency of that problem behavior. Also, if the insert elicits from the environment that same sought-after reinforcer which maintained the problem behavior, it reduces and replaces the problem behavior. Selecting an insert which is not only functionally equivalent but similar in topography to the selected permanent replacement behavior, increases the likelihood that the insert can be shaped into a generalizable permanent replacement and could come under operant control.

Since raising one's hand quietly is a universally-recognizable and generalizable communicative procedure for eliciting adult attention in classroom environments, this communicative behavior was selected as this study's permanent replacement behavior, i.e., the intervention tested was one intended to replace aggressive and disruptive behavior with quiet hand-raising.

Brief Description of Design and Procedures

The above predictions were tested on 2 subjects in a 25-day, single-subject, AB1AB2B3B4 design (Kazdin, 1982), in which:

- 1) "A" represented baseline.
- 2) No treatment was given, but problem behaviors were counted, rated by level of disruptive intensity, and analyzed for function, for five daily 52-minute sessions.
- 3) "B1" was Treatment 1, during which a functionally-equivalent behavioral insert procedure was used and counted. Problem behaviors were counted and rated by level of disruptive intensity for four daily 52-minute sessions.
- 4) "B2" was Treatment 2, in which the inserted behavior was counted and shaped towards a generalizable replacement behavior. Problem behaviors were counted and rated by level of disruptive intensity for four daily 52-minute sessions.
- 5) "B3" was Treatment 3, during which the insert of Treatment

2 was counted and conditioned to natural classroom reinforcers. Problem behaviors were counted and rated by level of disruptive intensity for four daily 52-minute sessions.

6) "B4" was Treatment 4, during which the insert of Treatment 3 was counted and conditioned to natural classroom reinforcers. Problem behaviors were counted and rated by level of disruptive intensity for three daily 52-minute sessions. All of the data were graphed and compared.

To establish which intervention would be functionally equivalent to a subject's problem behavior, each subject's educational and residential staff member was surveyed, using an instrument which identifies natural reinforcers maintaining problem behaviors. That instrument, the Motivation Assessment Scale (Durand, 1989) is described below.

The Motivation Assessment Scale (MAS) is based on questions regarding the environmental conditions likely to elicit the problem behavior. Responses to these questions predict which reinforcer motivates the problem behavior in the subject. According to the MAS, therefore, problem behavior serves the communicative function of "requesting" the reinforcer. MAS scores for the 2 subjects in this study indicated that their disruptive behavior was motivated by attention. (The MAS is described more completely in the instrumentation section.)

To evaluate the relative seriousness of problem behaviors exhibited by the subjects, the researcher developed a rating system: the Disruptive Intensity Scale (DIS). DIS is a set of guidelines for classifying disruptive behaviors by three levels of intensity. (The DIS is described more completely in the instrumentation section.)

Treatment Phases

The seven stages of the study were conducted in the subjects' classroom as follows:

Pre-baseline: The researcher conducted three 50-minute daily observations, recording frequencies and intensity levels of disruptive behaviors for six possible subjects.

Assessment: The researcher conducted pre-baseline MAS interviews to establish communicative function of subjects' disruptive classroom behaviors.

Baseline: The researcher conducted five 52-minute daily observations, recording frequencies and intensity levels of disruptive behaviors for 2 subjects.

Assessment: The researcher established no-treatment frequencies and intensity levels of disruptive behaviors for 2 subjects.

Treatment 1: The researcher conducted five 52-minute daily observations, recording frequencies and intensity levels of disruptive behaviors, and frequencies of 2 subjects' use of behavior inserts. The behavioral insert was a daily set of 25 theater tickets, which subjects could hold out to elicit researcher attention.

Baseline: The researcher conducted four 52-minute daily observations, recording frequencies and intensity levels of disruptive behaviors for 2 subjects.

Treatment 2: The researcher conducted four 52-minute daily participant observations, recording frequencies and intensity levels of disruptive behaviors, and frequencies of 2 subjects' use of behavior inserts. The behavioral insert was a daily set of 25 theater tickets, which could be held "up high" by subjects to elicit researcher attention.

Treatment 3: The researcher conducted four 52-minute daily

participant observations, recording frequencies and intensity levels of disruptive behaviors, and frequencies of 2 subjects' use of behavior inserts. The behavioral insert was a daily set of 25 theater tickets, which could be held "up high" by subjects to elicit researcher attention and "stickers".

Treatment 4: The researcher conducted three 52-minute daily participant observations, recording frequencies and intensity levels of disruptive behaviors, and frequencies of hand-raising behavior for 2 subjects. During Treatment 4, a raised hand could be used by subjects to elicit researcher attention and a sticker. All observation data were graphed to show comparisons of baseline and treatment behaviors.

INSTRUMENTATION

Motivation Assessment Scale

The Motivation Assessment Scale (Durand, 1989) was designed to determine the relative influence of social attention, tangibles, and escape and sensory consequences on problem behaviors. The MAS contains questions for professional staff concerning the likelihood of a subject's targeted behaviors occurring in a variety of situations, such as a function of task difficulty or perceived social isolation. The interviewee may be asked if problem behavior occurs when preferred toys are removed. Psychometric studies (Durand & Crimmins, 1988) have shown the MAS to be reliable along two dimensions as well as valid in predicting children's problem behavior in analogue situations. Analogue situations were designed to reveal possible motivating conditions such as attention, tangibles, escape, or sensory consequences.

Disruptive Intensity Scale

For the purposes of this study, the researcher classified disruptive behaviors by three levels of intensity:

A Level 1 disruption was an inappropriate physical and/or verbal behavior which was "in context," i.e., inappropriate, but clearly related to classroom activity. An example of this would be being out of seat or vocalizing, as opposed to quietly raising a hand, to elicit help with school work. The first level of disruption never includes aggressive acts.

A Level 2 disruption is inappropriate physical or verbal behavior that is "out of context," i.e., unrelated to the approved classroom activity, such as being out of seat or vocalizing to conduct a personal dispute with a classmate. This second type can include aggressive acts.

A Level 3 disruption is physical and/or verbal behavior which is out of context and at a level of intensity which requires intervention beyond usual classroom contingencies. This intervention usually includes some type of time-out or isolation from the classroom. Examples of Level 3 disruption can include aggression, tantrum, screaming, and loud crying.

Procedure

Subjects were selected by researcher interviews of residential and school staff, seeking which young male students: a) had the higher rates of aggressive and/or disruptive classroom behavior, b) were in the same classroom, and c) did not seem to respond to existing treatment, or whose problem behaviors did not seem to be under the control of existing contingencies.

This step was followed by: a) a request that each prospective

subject's school and treatment staff members complete MAS reports for the prospective subjects, b) a pre-baseline observation conducted by the researcher to determine whether prospective subjects' behavioral levels appeared to be appropriate for the intervention, and c) permission letters sent for each prospective subject.

Description of Subjects

Two subjects, 7 and 8 years of age, respectively, were selected. Both of these appeared to have high rates of attention-maintained disruptive and aggressive behavior. A third subject, apparently with escape-maintained problem behaviors, was selected but withdrew from school during baseline.

Both students had been assigned to residential treatment as Seriously Emotionally Disturbed, in accordance with California and school district guidelines for school-identified indicators of serious emotional disturbance. The two students were also diagnosed by a county community mental health department as eligible for residential treatment services at public expense by reason of their serious emotional disturbance.

School records indicated that both students had histories of severe behavior problems which included noncompliance, oppositional/disruptive behavior, and verbal and physical threats of aggression as well as aggressive acts. The *Diagnostic and Statistical Manual of Mental Disorders*, Revised (1987), classification for both students was Conduct Disorder of Childhood, Unsocialized, Aggressive, with some individual differences along minor diagnostic axes.

Student C

Student C was a 7-year-old male with a history of institutionalization for emotional and behavioral problems. At the time of this study, he was living in a six-bed group home in a suburban area of southern California. This small, group-home, residential treatment program was considered a transitional placement for C. He had been institutionalized for slightly more than a year in a 72-bed restricted-treatment facility operated by a contracted agency. The current placement was part of a plan to begin reunification with his natural mother.

C's diagnosis was Conduct Disorder of Childhood: Unsocialized-Aggressive, Moderate; Attention Deficit Disorder, with Hyperactivity. According to records and staff, he was currently receiving no medication, although he had been prescribed medication in the past for his behavior. His intelligence was in the average range, according to school records, with an I.Q. score of 105 reported from an unspecified test in 1988. School achievement scores reported were in the 23rd percentile in reading and the 30th percentile in math on the Wilde Range Achievement Test given in December of 1989.

C had an early childhood history of out-of-home placements, beginning at age 4 when he was placed in protective custody from an abusive home environment. After several placements, C was reunited with his natural mother. A series of incidents in first grade during the 1988-89 school year, involving fighting, aggression, and special education classroom behavior problems, led to a referral as a day student to the special residential school which was the site for this study.

Continuing problems at home, including stealing, disobedience, and defiance on C's part, coupled with reported parental frustration and possible continuing abuse, led to residential placement. Willingness of the family to seek counseling and

attend parenting classes led to the current efforts towards reunion.

Also, C has made some positive changes in his group living situation. School behavior had continued to be a problem, however, with C displaying behavior which was oppositional and defiant at times and, at other times, seeming hyperactive.

C's teacher reported that C was seldom on-task and that his continual calling-out and out-of-seat behaviors interfered with instruction. MAS results indicated C's disruptive and aggressive classroom behaviors were motivated by attention; therefore, intervention in this study was one consistent with attention-seeking.

Student K

Student K is an 8-year-old male in residential treatment in a group home affiliated with the residential school which was the site of this study. His DSM IIIR diagnosis classification is Antisocial Conduct Disorder of Childhood; Covert Type, Aggressive; Versatile. K has a history of out-of-home placements, including several hospitalizations. His current placement stems from several aggressive acts against a younger sibling, which endangered the younger sibling's life. In-home treatment was attempted and the younger sibling, age 5, wore a beeper which he was to use if he felt threatened by K. This intervention on behalf of the younger sibling is now maintained during K's home visits on some weekends and holidays. K's school history mainly involves alternate educational formats; K attended regular public school only briefly in kindergarten. Because of behavioral problems which included non-compliance, aggressive and disruptive behavior, and apparently injuring another student during one of these episodes, K was placed on home schooling as an alternative to regular kindergarten. After several hospitalizations, apparently intended both as a diagnostic and as a treatment procedure, he was enrolled in the special residential school, first as a day student and then as a resident.

K's teachers reported that he seldom interacted with other children except in conflicts; that he "got even" with other students, and that his frequent disruptions tended to "pull her away" from other students. This latter comment of the teacher is itself indicative of attention-seeking disruption. In addition, K's MAS cores were highest for attention-motivated problem behavior. His intervention was therefore appropriate for replacing attention-seeking problem behavior.

Treatment

Pre-baseline activities included three consecutive 50-minute daily sessions, consisting of researcher DIS observations to establish disruptive intensity levels, and frequencies by intensity levels, for six possible subjects. In addition to classroom observations, the researcher also conducted MAS interviews with each possible subject's residential and educational staff members. Requesting permission for the possible subjects to participate in research was conducted as a pre-baseline activity. DIS inter-observer reliability samples were also conducted. Pre-baseline data were not graphed. Data from the subsequent six phases were graphed and compared.

Baseline was five consecutive 52-minute daily sessions, consisting of researcher observations to establish intensity levels, and frequencies by intensity levels, of the disruptive behaviors of the 2 subjects.

Treatment 1 was five consecutive 52-minute daily sessions, consisting of the researcher supplying subjects with a daily set of 25 "theater" tickets each. Subjects were to quietly hold out these

tickets to "buy" attention. It was intended that holding out tickets, and receiving contingent attention, would serve as a replacement for their attention-seeking problem behaviors. During treatments, the researcher was a participant observer, acting as both a teacher assistant (to increase available attention) and a data collector. Data were collected on problem behaviors by frequency and intensity. Numbers of tickets "spent" provided a frequency count for the replacement behavior. These data were graphed to be compared to baseline data.

Baseline 2 consisted of a return to a no-treatment conditions for four consecutive 52-minute daily sessions. Tickets were not available for use and the researcher acted as an observer only. Data on frequency and intensity of problem behaviors were taken and graphed for comparison with treatment data.

Treatment 2 differed from Treatment 1 only in that subjects were instructed to hold up tickets "really high" to be more easily seen. This instruction was intended as a procedure to shape ticket-raising towards hand-raising. The shaping strategy was part of the behavioral insert procedure. Data were collected on problem behaviors by frequency and intensity. Numbers of tickets spent provided a frequency count for the replacement behavior. These data were graphed to be compared to baseline data.

During the four consecutive 52-minute sessions of Treatment 3, a plain index card was taped to the upper right corner of the subjects' desks. Whenever a subject held up a ticket, he was given attention, and a small sticker was affixed to the card. This conditioning strategy was part of the behavioral insert procedure. Data were collected on problem behaviors by frequency and intensity. Numbers of tickets spent provided a frequency count for the replacement behavior. These data were graphed to be compared to baseline data.

During the three consecutive 52-minute daily sessions of Treatment 4, no tickets were provided. Subjects were instructed to hold up an empty hand to receive attention and to receive stickers on the card taped to their desks. Data were collected on problem behaviors by frequency and intensity. Data were taken on the frequency of the hand-raising behavior.

RESULTS

Each subject's frequency of disruptive behavior followed the hypothesized prediction. Disruptive behaviors decreased from baseline frequencies during Treatment 1; increased during baseline 2; and decreased and maintained lower frequencies through Treatments 2-4.

Each subject's frequency of replacement behavior followed the hypothesized prediction. While the disruptive behaviors decreased in frequency, the replacement behaviors increased in frequency.

Subject C

Figure 1 shows frequencies of all levels of disruptive behavior for Student C throughout the study: during four treatment and two baseline no-treatment periods. Sessions were 52-minutes daily. Treatments in this study were inserted behaviors performed by the student. Frequencies of these behaviors are displayed to illustrate effects of these treatments on the frequencies of three levels of disruption.

Figure 1 shows that, in Baseline 1, C maintained a frequency of Level 1 disruptions ranging between a low of 4 (Day 4) to a high of 23 (Day 5); a frequency of Level 2 disruptions ranging between a low of 18 (Day 5) to a high of 47 (Day 1); and a frequency of

Figure 1. Interactions Between Treatments and Disruptions, Student C

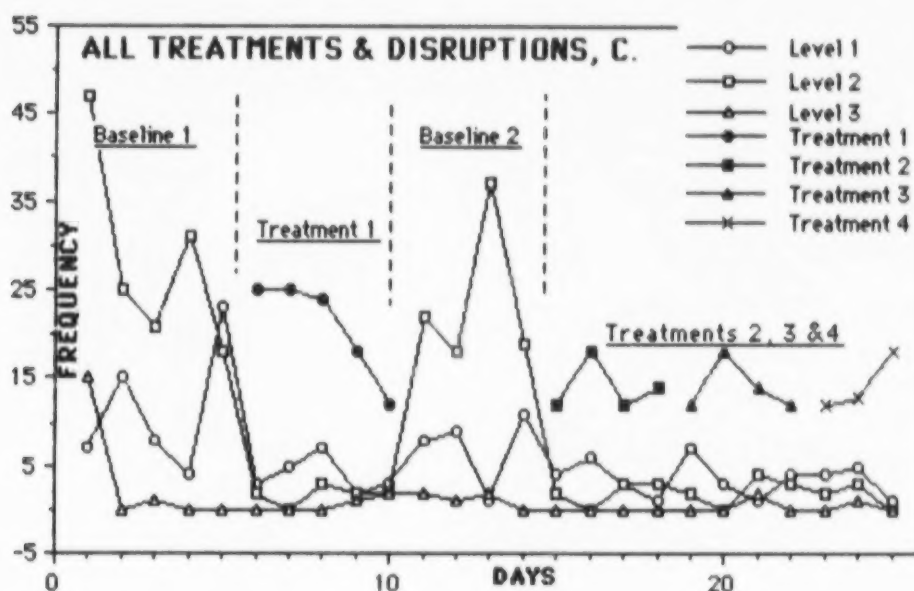
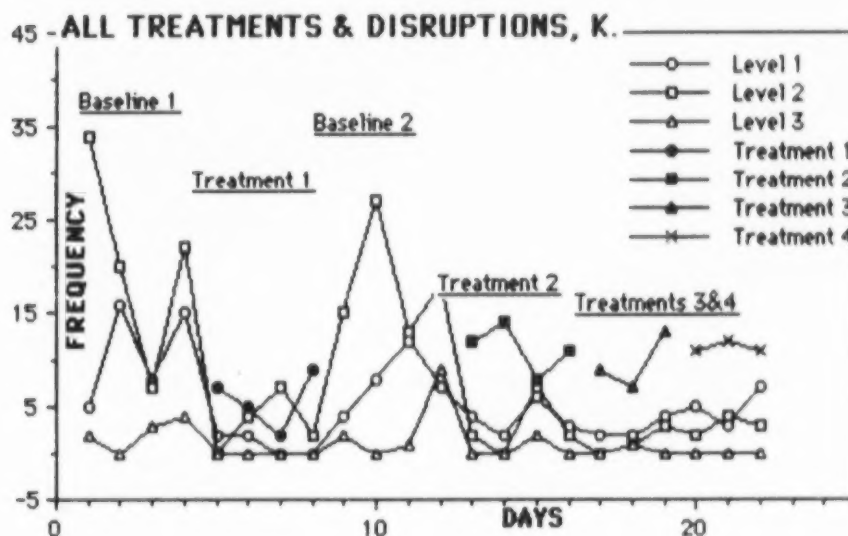


Figure 2. Interactions Between Treatments and Disruptions, Student K



Level 3 disruptions ranging from a low of 0 (Days 2,4,5) to a high of 15 (Day 1).

When Treatment 1, which consisted of providing C with a daily set of 25 theater tickets and instructions to hold one out for adult attention, was introduced on Day 6, C used this behavioral insert with a frequency which ranged from a low of 12 (Day 9) to a high of 25 (Days 6,7). With the use of this behavioral insert, Level 1 disruptions dropped to a frequency which ranged from a low of 2 (Day 9) to a high of 7 (Day 8). Level 2 disruptions dropped to a frequency which ranged from a low of 0 (Day 7) to a high of 3 (Day 8). Level 3 disruptions dropped to a frequency which ranged from a low 0 (Days 6-8) to a high of 2 (Day 10).

In Baseline 2, C maintained a frequency of Level 1 disruptions ranging between a low of 1 (Day 13) to a high of 11 (Day 14); a frequency of Level 2 disruptions ranging between a low of 18 (Day 12) to a high of 37 (Day 13), and a frequency of Level 3 disruptions ranging between a low of 0 (Day 14) to a high of 2 (Days 11,13).

When Treatment 2, which consisted of providing C with a daily set of 25 theater tickets and instructions to hold one up high for attention, was introduced on Day 15, C used this behavioral insert with a frequency which ranged from a low of 12 (Days 15,17) to a high of 18 (Day 16). With the use of this behavioral insert, Level 1 disruptions dropped to a frequency which ranged from a low of 1 (Day 18) to a high of 6 (Day 16). Level 2 disruptions dropped to a frequency which ranged from a low of 0 (Day 16) to a high of 3 (Days 17,18). Level 3 disruptions dropped to 0 throughout Treatment 2.

When Treatment 3, which consisted of providing C with a daily set of 25 theater tickets, instructions to hold one up high for attention, and presenting a small sticker whenever he held up a ticket, was introduced on Day 19, C used this behavioral insert with a frequency which ranged from a low of 12 (Days 19,22) to a high of 18 (Day 20). With the use of this behavioral insert, Level 1 disruptions maintained a frequency which ranged from a low of 1 (Day 21) to a high of 7 (Day 19); Level 2 disruptions maintained a frequency which ranged from a low of 0 (Day 20) to a high of 4 (Day 21); Level 3 disruptions maintained a frequency range from a low of 0 (Days 19,20,22) to a high of 2 (Day 21).

When Treatment 4, which consisted of instructing C to hold up an empty hand for attention, and presenting a small sticker whenever he held up his hand, was introduced on Day 23, C used this behavior with a frequency which ranged from a low of 12 (Day 23) to a high of 18 (Day 25). With the use of this behavior, Level 1 disruptions maintained a frequency which ranged from a low of 1 (Day 25) to a high of 5 (Day 24); Level 2 disruptions maintained a frequency which ranged from a low of 0 (Day 25) to a high of 3 (Day 24); Level 3 disruptions maintained a frequency range from a low of 0 (Days 23,25) to a high of 1 (Day 24).

Subject K

Figure 21 shows frequencies of all levels of disruptive behavior for Student K throughout the study: during four treatment and two baseline no-treatment periods. Sessions were 52-minutes daily. Treatments in this study were inserted behaviors performed by the student. Frequencies of these behaviors are displayed to illustrate effects of these treatments on the frequencies of three levels of disruption.

Figure 2 shows that, in Baseline 1, K maintained a frequency of Level 1 disruptions ranging between a low of 5 (Day 1) to a high of 16 (Day 2); a frequency of Level 2 disruptions ranging between

a low of 7 (Day 3) to a high of 34 (Day 1); and a frequency of Level 3 disruptions ranging from a low of 0 (Day 2) to a high of 4 (Day 4).

When Treatment 1, which consisted of providing K with a daily set of 25 theater tickets and instructions to hold one out for adult attention, was introduced on Day 5, K used this behavioral insert with a frequency which ranged from a low of 2 (Day 7) to a high of 9 (Day 8). With the use of this behavioral insert, Level 1 disruptions dropped to a frequency which ranged from a low of 0 (Days 7,8) to a high of 2 (Days 5,6). Level 2 disruptions dropped to a frequency which ranged from a low of 0 (Day 5) to a high of 7 (Day 7). Level 3 disruptions dropped to 0 throughout Treatment 1.

In Baseline 2, K maintained a frequency of Level 1 disruptions ranging between a low of 4 (Day 9) to a high of 12 (Day 11); a frequency of Level 2 disruptions ranging between a low of 13 (Day 11) to a high of 27 (Day 10), and a frequency of Level 3 disruptions ranging between a low of 0 (Day 10) to a high of 9 (Day 12).

When Treatment 2, which consisted of providing K with a daily set of 25 theater tickets and instructions to hold one up high for attention, was introduced on Day 13, K used this behavioral insert with a frequency which ranged from a low of 8 (Day 15) to a high of 14 (Day 14). With the use of this behavioral insert, Level 1 disruptions dropped to a frequency which ranged from a low of 2 (Day 14) to a high of 6 (Day 15). Level 2 disruptions dropped to a frequency which ranged from a low of 0 (Day 14) to a high of 7 (Day 15). Level 3 disruptions dropped to a frequency ranging from a low of 0 (Days 13,14,16) to a high of 2 (Day 15).

When Treatment 3, which consisted of providing K with a daily set of 25 theater tickets, instructions to hold one up high for attention, and presenting a small sticker whenever he held up a ticket, was introduced on Day 17, K used this behavioral insert with a frequency which ranged from a low of 7 (Day 18) to a high of 13 (Day 19). With the use of this behavioral insert, Level 1 disruptions maintained a frequency which ranged from a low of 2 (Days 17,18) to a high of 4 (Day 19); Level 2 disruptions maintained a frequency which ranged from a low of 0 (Day 17) to a high of 3 (Day 19); Level 3 disruptions maintained a frequency range from a low of 0 (Days 17,19) to a high of 1 (Day 18).

When Treatment 4, which consisted of instructing K to hold up an empty hand for attention, and presenting a small sticker whenever he held up his hand, was introduced on Day 20, K used this behavior with a frequency which ranged from a low of 11 (Days 20,22) to a high of 12 (Day 21). With the use of this behavior, Level 1 disruptions maintained a frequency which ranged from a low of 3 (Day 21) to a high of 7 (Day 22); Level 2 disruptions maintained a frequency which ranged from a low of 2 (Day 20) to a high of 4 (Day 21); Level 3 disruptions remained at 0 throughout Treatment 4.

DISCUSSION

Results support several of the hypothetical constructs upon which this study was founded: first, the frequency of problem behaviors can be reduced without using any punishment; second, designing an intervention which is functionally equivalent to the problem behavior may significantly reduce the frequency of the problem behavior; third, selecting a temporary replacement behavior which can be shaped into permanent replacement behavior is desirable. In addition, these findings support the underlying notion of viewing problem behaviors as functional.

To educators who view problem behaviors as functional, learned operants can offer an encouraging, instructional technology with the potential for teaching new behaviors. If educators are willing, interventions other than Juvenile Justice can be implemented with youths who have serious behavior problems.

Conversely, this concept can also lead one to believe that individuals who exhibit problem behaviors, which could be under operant control, freely choose to misbehave and are acting in their own self-interest when they do so. This argument has been used as a justification for preventing children with a Conduct Disorder diagnosis from receiving special education services.

The current study was successful in reducing serious problem behaviors of two students to levels of natural classroom contingencies. The interventions involved procedures and materials typically available in regular as well as special classrooms. Attention was the sought-after reinforcer in this study; attention is available, though constrained, in all classrooms. Since it is a natural and sought-after reinforcer for many students, a behavior management program which focuses upon adult behaviors (such as responsibly managing the provision of reinforcement by adult attention) would be a natural outcome of this study and others like it.

Limitations

Limitations of the study stem from the fact that the subjects were students demonstrating a pattern of problem behavior being positively maintained by attention. The favorable results cannot be generalized to include individuals whose problem behaviors may be operants learned in response to a negative reinforcement pattern, such as escape. It is also possible that certain individual's problem behaviors are not learned operants and would therefore not respond to an operant-based intervention.

In order to prove an individual would not respond to an operant-based intervention, one would need to test the individual on the entire set of operant-based interventions. Since this set would include interventions not yet discovered or developed, the most prudent course would be to intervene.

Implications of the Findings

This study suggests that further research is recommended to test the efficacy of interventions with problem behaviors apparently motivated by escape, tangible objects, sensory gratification, and environmental control. The study also indicates the efficacy of interventions based on adult response to child behavior.

Since the adult population, especially teachers, is largely in control of the contingency of reinforcement for juveniles, one should examine the management of that responsibility. This concept points toward management of adult behaviors, rather than children's, as the primary treatment for children's behavioral problems.

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THE DUALY DIAGNOSED OFFENDER: COMMUNITY BASED SERVICE SYSTEM NEEDS

by

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INTRODUCTION TO VALE

A study by K.L. Curry (1987) completed in Erie and Niagara Counties, New York, determined that at least 8.2% of the jailed population was mildly retarded (IQ 55 to 74) or learning disabled. Other studies have indicated a prevalence of individuals with retardation in the incarcerated population, ranging from 3.6% to 30% (Brown & Countess, 1971; Smykla & Willis, 1981; Santamour & West, 1982; Rockowitz, 1985). Studies on the prevalence of incarcerated individuals with learning disabilities cite percentages ranging from 12% to 70%, according to Hockenberry (1980) and Murphy (1986).

Subsequent to the Erie County study, the Vocational and Literacy Education (VALE) Project was developed. VALE is a three-year demonstration project funded through the United States Department of Education, Office of Special Education and Rehabilitative Services. It is a community-based program for offenders with mild mental retardation and learning disabilities. The project was designed to increase literacy skills and to transition clients into pre-vocational or vocational training programs. The major intention is to help clients become more self-sufficient and economically independent.

PERCENTAGES OF INDIVIDUALS BY DISABILITY

In the two years since the inception of the VALE project, 34 adults and young adults have been admitted. Table 1 shows the numbers of those with mild retardation and learning disabilities, respectively. There is little which is surprising about the percentages in each category of disability. Approximately 68% of VALE clients are mildly mentally retarded and 32% are learning disabled. In the male group, half are mildly retarded and half learning disabled, while only one (10%) in the female group is diagnosed as learning disabled.

Table 1.
Offenders with Handicaps by Disabilities

	Mild Retardation	Learning Disabilities	Total
Male	12	12	24
Female	9	1	10
Total	21	13	34

DESCRIPTION OF VALE PROGRAM

The VALE project attempts, by taking a very functional life skills approach, to increase the client's literacy skills to the maximum of each individual's potential. Most clients attend classes three times a week on the Buffalo State College campus and receive one-on-one instruction. Instructors use predominantly non-traditional instructional techniques and materials. When appropriate, instruction might take place at a client's home, place of work, in the Erie County Holding Center, or on site at a residential drug or alcohol rehabilitation center. The goal of the program is to refer clients for vocational assessment and subsequent part-time, or full-time, employment. While employment referrals range from sheltered workshop to competitive employment, the preponderance of the VALE clients are in need of semi-competitive to competitive employment.

CLIENTS WITH EMOTIONAL PROBLEMS

Complicating factors in the achievement of literacy growth and subsequent vocational assessment, training, and employment for offenders with mild mental retardation and learning disabilities are the number of related needs that they present: substance abuse counseling, psychological counseling, housing, medical assistance, parenting skills training, recreation, and a subsistence income. All of the clients have needs in some of these areas, and most have needs in most of them. To further compound accessing services, a significant percentage of offenders who are mildly retarded or learning disabled have also been diagnosed as having significant emotional problems; have a history of placement in classes for the emotionally disturbed; or have been referred for psychological counseling. Table 2 shows a breakdown of clients with significant emotional problems and counseling referrals.

Approximately 24% of the clients have either a primary or secondary diagnosis of emotional disturbance, with another 21% having emotional problems serious enough to have been referred by some agency (usually a school) for psychological counseling.

Table 2.
Emotional Problems and Counseling Referrals

	Secondary ED Diagnoses	Primary ED Diagnoses	Referral for Counseling	Total
Clients with Mild Retardation	3	1	3	7
Clients with Learning Disabilities	1	3	4	8
Total	4	4	7	15

For approximately half of the dually diagnosed individuals, the diagnoses were made by school psychologists, while the rest were made by agency psychologists or psychologists in private practice. In all cases, the diagnoses of emotional problems (whether a primary or secondary diagnosis) or the recommendation for counseling was verified by qualified staff in the VALE project after observations spanning periods of 2 to 15 months. In many instances, it is difficult to tell whether mild retardation or a learning disability is primary or secondary to the emotional disturbance. This is not a crucial factor in the educational program, since all clients have highly-individualized structured programs. As mentioned, however, clients' emotional problems have a major impact on accessing community services. The ability of clients to negotiate the system seems exacerbated by the very existence of emotional disturbance or the need for counseling when found in conjunction with mild retardation or learning disabilities, regardless of the degree of the disturbance. It may be that the combination of disabilities is so catastrophic that it masks differences in degree of disturbance.

BARRIERS TO TRANSITION

The barriers to successful transition of VALE clients with emotional problems to vocational training and employment are substantial and fall into two major categories. The first category encompasses a set of characteristics which the clients themselves present, while the second category is structural and represents inadequacies within the system which act as barriers to effective client responsiveness.

Offenders with emotional problems who arrive at VALE generally present a "life set" which has been developed over time, and which is the result of a substantial number of failures. As one client commented during an initial interview at the Holding Center, "If I was good enough, I wouldn't have got caught." Unfortunately, this comment typifies their overall life experience. They have all been in special classes where they have not been successful, and all but two are high school dropouts. They live well below poverty level and are generally transient, often homeless. Most are substance abusers. All have significant histories of being devalued, and are quick to take exception to remarks or looks which they interpret as negative. They are proud; trying desperately to pass as non-handicapped; and intent on controlling their own lives. They do not want to be told what to do, but do respond over time, albeit inconsistently, to suggestions.

Most are streetwise, but lack self-discipline and direction. They do not keep any regular schedule and often miss appointments. Employers and work-training programs, on the other hand, want people who are punctual, reliable, have good attendance, can take and follow through on directions, and get along with co-workers. As a result of the factors just discussed, offenders with emotional problems have extensive difficulty with several, sometimes all, of these criteria.

In addition to, but quite apart from, the personal or behavioral characteristics which make educating and transitioning of a client difficult, are the problems inherent in the system which provides vocational and support services. First, there are few work-training programs which focus on the mildly retarded and learning disabled; even fewer for those with dual handicaps. The same is true of supported work programs. All VALE clients need some support and job coaching initially, and all need some level of continued monitoring and coaching in order to maintain their positions. The job coaching is needed in part to learn job skills; even more important, however, is the need for job coaching to teach and maintain the interpersonal skills required to get along with employer and co-workers. In addition, coaching is needed to maintain punctuality and attendance at the job site, especially in the first several weeks on the job. A problem allied to the need for more semi-competitive and competitive work-training programs is the fact that most existing vocational assessment and training programs are located in settings which service individuals with moderate to severe handicaps. Offenders with mild retardation or learning disabilities, who are trying desperately to pass as normal, often take one look at the general clientele of the agency and refuse to participate in the program.

A second area of concern in the service delivery system is the lack of coordinated case management. Offenders with dual handicaps have an array of special needs which almost invariably demand that they receive services from more than one agency at a time. Without coordinated case management, the actions of one agency often counter the actions of another; for example, a mildly handicapped mother of three children, all of whom are handicapped, must work with three separate educational systems to obtain adequate service for each child. She must see to it that all three children leave home at three separate times for three separate school programs, and must be home when each of the three children return from school. She is working with a fourth agency where she is receiving vocational training, and a fifth where she is receiving instruction in literacy and functional life skills. A sixth agency is offering social services and the assistance of a home trainer. Within the sixth agency, the home trainer and the social worker operate out of separate locations. Without coordinated case management, it is almost impossible for the mother to manage her daily and weekly schedules, much less carry through on the myriad of suggestions and requirements of all of these agencies. Without coordination, no agency knows what the other is offering or requiring of the mother. There is no unified program, just a set of splinter services, with each service agency trying to do what it sees as best from its own point of view.

The third system-based concern is the lack of adequate outreach and follow-up services. Agencies are accustomed to servicing developmentally-disabled individuals, most of whom have some family support. The family is there to remind the client of an appointment and to transport him or her until a travel route is learned. Family support in the case of the dually diagnosed offender, however, is an exception rather than the rule. The

behavioral characteristics already mentioned (resistance to routine, lack of self-discipline, and the pressures of day-to-day survival) mean that, without family support and without agency outreach, initial and subsequent appointment are not kept. The VALE program provides a case manager who transports clients to class the first few times, helps teach them travel routes, goes to their homes to follow up on absences, goes to court with them, and takes them to other agency appointments. If appointments are subsequently missed, the case manager personally contacts the client in an attempt to get the person back on schedule. The offender who has emotional problems, in addition to mild mental retardation or learning disabilities, is simply not able to cope with the uncoordinated services and demands of the system.

The fourth area of systems concern is an outgrowth of some of the problems discussed thus far. As a result of the depth and breadth of the needs of those with dual problems, the lack of appropriate and coordinated services, and the complexity of each case, agency personnel experience a great deal of burnout and sometimes the inertia which follows burnout. When this occurs, clients may be allowed to "drift" for periods of time between or within services. This drift allows clients to fall back into the familiar, though undesirable, patterns of behavior. An even more devastating result of staff burnout is the termination of services for a client. Offenders with handicaps often tax services and professionals to an extreme degree. They do miss appointments, sometimes fail to follow through with programs, violate rules (and sometimes the law), and may manipulate the system. These behaviors discourage professionals and, in exasperation, the professional may well terminate a client's program while making no attempt to transfer the client to another professional, service, or agency. A client, who may already have a background of burned bridges to various service agencies, is in the position of being cut off from yet another service, with very few options left.

The final systems concern is the lack of community counseling services available to those with a dual diagnosis. This lack is especially noticeable for individuals with mild retardation. There is a serious need for counseling programs with professionals willing to work with the mildly retarded. There has historically been a reluctance by the psychotherapeutic community to work with the retarded, and this appears to continue. The argument heard is that personnel are not trained to counsel those who are retarded; in fact, experience in the VALE project indicates that, while gaining of insights by the mildly retarded is slower than with the "typical" population, the process is not significantly different.

SUMMARY

At least 8.2% of the jailed population is mildly mentally retarded or learning disabled. On a given day in a community with a jail population of 400, over 32 inmates would be expected to fall into one of these categories. The VALE project in Buffalo found that, in a sample of 34 offenders with mild retardation or learning disabilities, 46% were either diagnosed as emotionally disturbed, dually diagnosed, or had emotional problems serious enough to warrant counseling.

Behavioral characteristics of offenders with dual diagnoses included: lack of self-discipline; a history of failure at most endeavors; lack of routine; substance abuse; and trying to pass as non-handicapped. In addition, they were illiterate, poverty-stricken, and often transient.

RECOMMENDATIONS

The service delivery system needs of the offender with a dual diagnosis, in many respects, reflect the needs of the general population of offenders with mild handicaps. Any deficiencies in the system, however, are magnified for this population due to the dual diagnosis and its multiplicative effect on the individual. Currently, there are serious deficiencies in the service delivery system which prevent adequate treatment of offenders who are mildly retarded or learning disabled and who also have emotional problems. There is a critical need for:

- supported work programs and job coaching, separate and physically apart from programs for the moderately and severely developmentally disabled.
 - intensive case management, which is designed not only to help the individual access services, but also to coordinate needed services within and across agencies.
 - outreach services which move professionals out of the office and into the community in order to help clients establish a pattern of keeping appointments and accessing services within the regular delivery system.
 - prevention of professional burnout. Implementation of the above recommendations would help alleviate burnout. Also needed are reduced caseloads for those who work with dually diagnosed offenders, along with rotation of caseloads to a traditional population every 3-4 years.
 - provision of counseling services for those who are mildly retarded and who also have emotional problems.
- Areas of need reserved for future discussion include providing treatment and education for the incarcerated dually diagnosed, and providing transition programs from the jail or prison back into the community.

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AUTHORS NOTES

Preparation of this article was supported in part by the U.S. Department of Education, Office of Special Education and Rehabilitative Services, Grant HO78C8007090 to Keith L. Curry.

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MEMBERSHIP YEAR 9/1 THROUGH 8/31

26th ANNUAL ANYSEED CONFERENCE

Hyatt Regency Hotel, Buffalo - March 1,2,3, 1991

CALL FOR PAPERS SUBMISSION FORM

WANTED: Presentations by teachers, university professors, administrators, trainers, researchers, psychologists, social agencies, child care workers, and other persons involved with programs for emotionally disturbed students.

BE SURE TO SEND:

- _____ Original and a copy of completed form.
- _____ Two copies of workshop description (100-150 words) to be included in conference program brochure. Include FULL TITLE, PARTICIPANTS NAMES and TITLES and SCHOOL or PROGRAM.
- _____ Two copies of a 500-word summary to be used in the BRIEFS column in the ANYSEED publication, PERCEPTIONS. Summaries should be presented in a format conducive to being reprinted in a journal. ANYSEED reserves the right to edit articles. Submission of this form constitutes permission to reprint this summary in PERCEPTIONS and/or other ANYSEED publications.
- _____ One self-addressed, stamped envelope.
- _____ One 3x5 card for each participant. Each card should include the participant's name, title, school/program, home address, home phone number, work address and work phone number. Also, please include any other biographical information to be included in the conference brochure.

RETURN TO:
Mr. James Burke, Principal
Wood Road School
Wood Road
Centereach, NY 11720

PLEASE CIRCLE THE DAY AND TIME THAT YOU PREFER TO PRESENT:

Friday, March 1 A.M. P.M.
 Saturday, April 2 A.M. P.M.

ANYSEED Conference Committee assigns workshops based on several criteria. The committee will make every effort to respect your preferences. If you are unable to present during a specific segment of the conference, please note that here:

WORKSHOP TITLE: _____

WORKSHOP PARTICIPANTS: _____

CONTACT PERSON:

Name: _____

Address: _____

Zip Code _____ Telephone _____

Please check: Home Address _____ School Address _____

Note: If school address, be sure to include school name.

SUBMIT YOUR PROPOSAL EARLY
SUBMISSION DEADLINE: NOVEMBER 8, 1991

CONFERENCE REGISTRATION FEE WILL BE WAIVED FOR WORKSHOP PRESENTERS*

Preferred duration of presentation:
 _____ 90 Minutes _____ 180 Minutes

Limited registration: _____ No _____ Yes _____ people

Contact one week prior to conference with preregistration numbers: _____ No _____ Yes

SPECIALTY AREA: Check the area(s) that pertain to your presentation:

- _____ Emotionally Disturbed
- _____ Learning Disabled
- _____ ED/LD Blend
- _____ Administrators
- _____ Adolescent
- _____ Elementary-aged Children
- _____ Early Childhood
- _____ Mainstreamed Public School
- _____ Vocational Training
- _____ Nonpublic School Setting
- _____ Public School Setting
- _____ Computer Utilization
- _____ Affective Education
- _____ Curriculum Area
- _____ Advocacy/Parents
- _____ Other _____

ALL AUDIO-VISUAL EQUIPMENT MUST BE PROVIDED BY PRESENTERS. ANYSEED cannot supply any equipment. We will, however, provide information on rental of equipment for presenters from outside the Buffalo area. Please check if you require a room with special requirements:

- _____ Need Outlet _____ Need Blackboard/Chalk
- _____ Need Darkened Room _____ Need Screen
- _____ Need Special Seating Arrangements (Rooms usually set theater style). Describe: _____

*Full ANYSEED Conference fees will be waived for presenters. Any seminar or workshop requiring a separate or special registration and/or registration fee will NOT be included in this waiver.

WATCH YOUR MAIL FOR REGISTRATION INFORMATION

-FOR CONFERENCE COMMITTEE USE ONLY-

Date Rec'd: _____ Date Com. Reviewed: _____

Accepted: _____ Rejected: _____

Day: _____ Time: _____

Workshop Letter: _____ Room: _____

Confirmation/Rejection Letter Sent: _____

Other Correspondence: _____

Special Notes: _____

-DON'T BE LEFT OFF THE PROGRAM-SUBMIT PROPOSAL EARLY-



CALL FOR PRESENTATIONS

ANYSEED'S

26th ANNUAL CONFERENCE

CALL FOR PAPERS SUBMISSION FORM

CAN BE FOUND IN THIS ISSUE.

Don't be left off the program.

SUBMIT YOUR PROPOSAL EARLY.

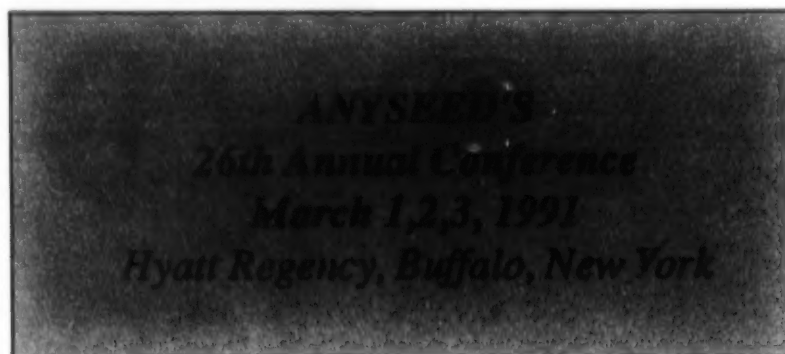


Perceptions

A Quarterly Publication of Association of New York State Educators of the Emotionally Disturbed
A Journal for Practitioners

Volume 25, Number 4

Summer 1990



ANYSEED

ASSOCIATION OF NEW YORK STATE
EDUCATORS of the
EMOTIONALLY DISTURBED
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147 **1990 - 1991 Membership Fee \$30**